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The Grammar Handbook 1

Sara Wernham and Sue Lloyd



Jolly
Grammar

The Grammar Handbook 1

A handbook for teaching Grammar and Spelling

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The Photocopy Sections in this book use 'Sassoon Infant', a typeface designed for children learning to read and write.

The front cover shows two children doing the action for verbs in the past tense.

The page numbers in this book have been kept within the binding, at the base of each page, so that the numbers do not appear on copies of the photocopiable pages.

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Introduction

The Grammar Handbook 1 is designed to follow *The Phonics Handbook*. It is intended to:

- introduce the rudiments of grammar,
- teach spelling systematically,
- improve vocabulary and comprehension,
- reinforce the teaching in *The Phonics Handbook*, and
- extend the children's phonic knowledge.

The teaching is multisensory, active, and progresses at a challenging pace. It is especially suitable for young children. Each part of speech, for example, is taught with its own action and colour. The actions enliven the teaching, and make the learning easier. The colours, which are useful for identifying parts of speech in sentences, match those used by Montessori Schools. Like *The Phonics Handbook*, *The Grammar Handbook 1* provides all the essential teaching ideas. It can be used alone, or with the valuable support of the *Jolly Grammar Big Book 1*.

Children's achievement

The most dramatic improvements to result from using *Jolly Grammar* will be found in the children's writing. The children will spell and punctuate more accurately, use a wider vocabulary, and have a clearer understanding of how language works.

In their first year at school, *Jolly Phonics* teaches children to write independently, by listening for the sounds in words and choosing letters to represent the sounds. This enables the children to write pages of news and stories. It is a joy to read their work and to see the great pride and confidence they derive from their newly-acquired skill. However, it is important to build on this foundation in the following year. *Jolly Grammar* provides teaching ideas for developing writing skills. The children become more aware that they are writing for a purpose: that their words are intended to be read and understood. They learn that writing is easier to understand if it is grammatically correct, accurately spelt, well-punctuated and neatly written – and that if the words used are interesting too, their writing can give real pleasure. Even in the early stages, it is valuable for children to have a simple understanding of this long-term goal.

The format of *The Grammar Handbook 1*

The programme consists primarily of photocopiable activity sheets for two lessons a week. Each lesson is designed to be about one hour in duration, and material is provided for 36 weeks. Teaching ideas are offered alongside each activity sheet.

There are two elements to the programme, namely spelling and grammar. Each week the first lesson is devoted to spelling and the second to grammar. These terms are loosely used, and there is some overlapping: punctuation, vocabulary development and alphabet work are among the areas covered in both spelling and grammar lessons. This is deliberate; when mixed together, the two elements complement each other.

The teaching is intended to be envisaged as part of a broader literacy programme. If two days' literacy sessions are devoted to *Jolly Grammar* each week, this leaves three for other areas, such as comprehension, group reading, independent and creative writing, and handwriting practice. The children should be shown how spelling and grammar relate to their other work, in comprehension exercises, reading, and independent writing. For instance, if they have recently covered compound words, and there is an example of one in the poem they are studying, the children should be encouraged to look for it.

The teaching ideas alongside each activity sheet give useful suggestions and reminders. More detailed explanations and advice are provided in the two chapters following: 'Teaching ideas for Grammar' and 'Teaching ideas for Spelling'.

To avoid confusion, *Jolly Grammar* follows the convention of using different symbols to distinguish between letter names and letter sounds. Letter names are indicated by the symbols < >, e.g. 'Ship' begins with the letter <s>. By contrast, letter sounds are indicated by the symbols //, e.g. 'Ship' begins with the /sh/ sound.

Teaching ideas for grammar

The benefits of learning grammar are cumulative. In the first instance, a knowledge of grammar will help the children improve the clarity and quality of their writing. Later it will also help them to understand more complicated texts, learn foreign languages with greater ease, and use Standard English in their speech.

Spoken language is living and varies from region to region. The grammar we first learn, through our speech, varies accordingly. However, sometimes there is a need for uniformity. This uniformity improves communications, and is one of the main ways of uniting people in the English-speaking world. An awareness of this helps children who do not speak Standard English to understand that the way they speak is not wrong, but that it has not been chosen as the standard for the whole country. The children need to learn the standard form of English, as well as appreciating their own dialect.

In their first year of *Jolly Grammar*, the children begin to develop an understanding of how their language works, and are taught some of the accepted grammatical conventions. The teaching aims to give an elementary understanding that we speak and write in sentences, and that the words we use fall into categories. The categories are known as parts of speech (sometimes also known as 'word classes'). Those introduced in *The Grammar Handbook 1* are nouns, pronouns, verbs, adjectives and adverbs. The children learn to use verbs to indicate whether something is happening in the past, present or future.

The term 'grammar' is used broadly with children of this age. Definitions of the parts of speech, and of what constitutes a sentence, have necessarily been simplified to age-appropriate 'working definitions'. As the children grow older, the definitions can be expanded and refined.

With all teaching there must be a degree of repetition. This is particularly so when teaching a new discipline like grammar. Every lesson should include some revision. Suggestions for revision are provided in the teacher's notes alongside the activity sheets. However, teachers should feel free to use their own judgement as to which areas their children need to revise.

Proper Nouns

A noun denotes a person or a thing. There are four kinds: common nouns (e.g. 'a toy'), proper nouns (e.g. 'Matthew'), abstract nouns (e.g. 'kindness') and collective nouns (e.g. 'the team'). *The Grammar Handbook 1* begins by introducing proper nouns, since the children are already indirectly familiar with them through their own names. Children like to work with their names, and already know that they start with a capital letter.

A proper noun is the particular name given to a:

- person, including their surname and title;
- place: e.g. river, mountain, park, street, town, county, country, continent, planet;
- building: e.g. school, house, library, swimming pool, cinema; and
- date: e.g. day of the week, month, religious holiday.

Proper nouns start with a capital letter. When we refer to people, places, days, etc. by their proper names, we use capital letters: for example, we use capital letters for 'Anna', 'Mount Everest' and 'Monday', but not for 'girl', 'mountain' or 'tomorrow'. The capital letters indicate that the name is important. Children can understand that they are themselves important, since they are unique, and that this is why their own name starts with a capital letter.

Action: The action for a proper noun is to touch one's forehead with the index and middle fingers. This is the same action as that used for 'name' in British Sign Language.

Colour: The colour for nouns is black.

Common Nouns

Only concrete nouns are taught in *The Grammar Handbook 1*. Abstract nouns (e.g. 'happiness') are more difficult for young children to grasp.

Everything we can see has a name by which we can refer to it. The children enjoy looking in the classroom for examples of objects, such as 'table', 'chair', 'desk', 'light', 'carpet', 'ruler', 'pencil'. As these names are not specific to any one object, but refer to tables, chairs, etc. in general, they are called common nouns and not proper nouns. At this stage the children find it useful to think of nouns as the names for things they can see and touch. To help the children decide if a word is a noun, they

can see whether it makes sense to say the word 'a', 'an' or 'the' before it, e.g. 'the table', 'a chair', 'an elephant', etc. ('A', 'an' and 'the' are the three articles, which are explained later.)

Action: The action for a common noun is to touch one's forehead with all the fingers of one hand.

Colour: The colour for nouns is black.

In general children understand the concept of nouns easily, and have no trouble when asked to think of examples. Identifying nouns in sentences is more difficult, but comes with practice. In any spare moments, encourage the children to identify the nouns in sentences on the board, or in big books.

Plurals

Most nouns change in the plural, i.e. when they describe more than one. *The Grammar Handbook 1* introduces two regular ways the plural can be formed. The first is by adding an <s> to the noun, as in 'dogs', 'cats', 'girls' and 'boys'. The second applies to those nouns which end with <sh>, <ch>, <s>, <z> or <x>. These words usually form the plural by adding <es>, as in 'wishes', 'churches', 'kisses' and 'foxes'. When children listen carefully they can hear the different sounds produced by the <s> and <es> endings. The plural endings <s> and <es> often sound like /z/ and /iz/, as in 'dogs' and 'boxes'. Knowing that these words are plurals will help the children remember to spell the /z/ sound with an <s>.

Irregular, or tricky, plurals (e.g. 'children'), are not introduced in *The Grammar Handbook 1*.

Personal Pronouns

Pronouns are the little words used to replace nouns. *The Grammar Handbook 1* introduces the personal pronouns only. The relative pronouns (e.g. 'who'), possessive pronouns (e.g. 'mine' and 'my') and reflexive pronouns (e.g. 'myself') can be taught when the children are older.

Without pronouns, language would become boring and repetitive. To illustrate this, give the children an example of a story without pronouns, e.g. 'Jenny, John and Mary decided to go to the zoo. Jenny, John and Mary prepared the food and then Jenny, John and Mary set

off.' With the pronoun 'they', this kind of repetition can be avoided. Examples of this sort help the children to understand the function of pronouns. They can appreciate why the word 'pronoun' has the word 'noun' in it, once they recognise that pronouns replace nouns.

There are eight personal pronouns:

I	(first person singular)
you	(second person singular)
he	(third person singular)
she	(third person singular)
it	(third person singular)
we	(first person plural)
you	(second person plural)
they	(third person plural)

Although in modern English the second person pronoun 'you' is used for both singular and plural, this is not the case in many foreign languages. In order to make learning such languages easier later on, *Jolly Grammar* introduces children to the distinction between 'you' used in the singular and 'you' used in the plural.

Actions:	I	-	point to self
	you	-	point to someone else
	he	-	point to a boy
	she	-	point to a girl
	it	-	point to the floor
	we	-	point in a circle to include self and others
	you	-	point to two other people
	they	-	point to the next-door class

Colour: The colour for pronouns is pink.

Verbs

A verb says what a person or a thing does, and can describe an action, an event, a state or a change. It is easiest for children to think of verbs as 'doing words' at first. Ask each child for an example of something they do, with the word 'to' before it, so that they give verbs in the infinitive form, e.g. 'to run', 'to hop', 'to sing', 'to play', etc. This is not something they find difficult.

Since verbs in English are very complicated, *The Grammar Handbook 1* introduces only the simple tenses. For the verb root 'cook',

for instance, the infinitive is 'to cook', the simple present tense is 'cook', the simple past tense is 'cooked', and the simple future is 'will cook'. Later, when the children learn the continuous and perfect modes of the verb, they can be told that the verbs they first learnt were known as the simple tenses. For reference, the table below shows all three modes in past, present and future:

	<i>Past</i>	<i>Present</i>	<i>Future</i>
Simple	looked	look	will look
Continuous	was looking	is looking	will be looking
Perfect	had looked	have looked	will have looked

Technically there is no future tense in English since, unlike the past tense, the future is not formed by modifying the verb root itself. At this stage, however, it is helpful for the children to think of verbs as taking place in the past, present and future. The complexities are better left until they are older.

Action: The action for verbs is to clench fists and move arms backwards and forwards at sides, as if running.

Colour: The colour for verbs is red.

Conjugating verbs: in the present

The children can now learn to conjugate regular verbs. This means saying the pronouns in order, with the correct form of the verb after each. Demonstrate how to conjugate the verb 'to run' in the present tense, doing the pronoun actions:

I run
you run
he runs
she runs
it runs
we run
you run
they run

Encourage the children to notice how the verb changes after he, she and it: with regular verbs, an *s* is added to the root. This is called the third person singular marker.

Action: The action for the present tense is pointing towards the floor with the palm of the hand.

Conjugating verbs: in the past

The children need an understanding of what the past is. Initially it helps them to think in terms of what happened yesterday, e.g. 'Yesterday I jumped'.

The regular past tense is formed by adding the suffix <ed> to the root of the verb. As many verbs have a 'tricky' or irregular past form, it is best to choose a regular verb to work with, rather than asking the children for suggestions. Some verbs with regular past tenses are 'to jump' (jumped), 'to cook' (cooked), 'to play' (played). Demonstrate how to conjugate a regular verb in the past tense, doing the pronoun actions:

I cooked
you cooked
he cooked
she cooked
it cooked
we cooked
you cooked
they cooked

Write this conjugation on the board, for the children to look at the verbs and see which letters have been added to the root in each case. They can discover for themselves that it is always the suffix <ed>. If the root ends with an <e>, as in 'bake', this must be removed before the <ed> is added. The <ed> can be pronounced in one of three ways: /t/, as in 'slipped', /d/, as in 'smiled' or /id/, as in 'waited'.

Action: The action for the past tense is pointing backwards over the shoulder with a thumb.

Generally, if a verb has a so-called 'short vowel' sound, there must be two consonants between the short vowel and the <ed> suffix. If there is only one consonant, this must be doubled. The following list shows examples of some verbs to which the doubling rule applies, and some to which it does not:

Only one consonant after the short vowel, so doubling rule applies

bat	batted
hop	hopped
pin	pinned
rip	ripped
hug	hugged
trap	trapped

No need to double because there are two consonants already

pick	picked
hand	handed
rest	rested
lift	lifted
wish	wished
shift	shifted

The children gradually learn to apply this useful doubling rule.

Although only verbs with regular past tenses are introduced at first, it is not long before the children realise that some verbs have 'tricky pasts'. They may want to conjugate a verb of their own choosing, such as 'to run'. It is interesting how quickly some of the children realise that the past tense is not 'I runned, you runned,' etc. but 'I ran, you ran,' etc. Those children who are in the habit of regularising the past tense of irregular verbs in their speech (e.g. saying 'I runned') will gradually have to learn the standard irregular forms.

Conjugating verbs: in the future

The word 'yesterday' was used to help the children to understand the idea of the past. Similarly, thinking in terms of 'tomorrow' helps them to understand what the future is, e.g. 'Tomorrow I shall post my letter.'

With simple verbs, when we speak of future time we use verb root and add the auxiliary 'shall' or 'will'. 'Will' can be used with all the pronouns but 'shall' should only be used with 'I' and 'we', the first person singular and plural. Demonstrate how to conjugate a regular verb in the future, doing the pronoun actions:

I shall swim
 you will swim
 he will swim
 she will swim
 it will swim
 we shall swim
 you will swim
 they will swim

Action: The action for verbs which describe the future is pointing to the front.

Adjectives

An adjective is a word that describes a noun or pronoun. At first it is sufficient to tell the children that an adjective describes a noun. Start by asking them to think of a noun, e.g. 'a pig'. Ask one child for a word to describe it, and say the two together, e.g. 'a pink pig'. Then ask another child for a second adjective, and add it into the phrase, e.g. 'a pink, noisy pig'. After several examples the children begin to understand how an adjective functions, especially when used directly before a noun.

When the children begin to apply this knowledge, their stories will become more interesting. Adjectives help the reader to imagine what is taking place.

Action: The action for an adjective is to touch the side of the temple with a fist.

Colour: The colour for adjectives is blue.

Adverbs

An adverb is similar to an adjective, but describes a verb rather than a noun. Usually adverbs describe how, where, when or how often something happens. They can also be used to modify adjectives or other adverbs, but the children do not need to know this at this stage. Start by asking the children to think of a verb, e.g. 'to swim'. Ask one child for a word to describe it, and say the two together, e.g. 'to swim slowly'. (When the verb is in the infinitive form, as here, it is usually better to put the adverb after the root 'swim', to avoid a split infinitive, as in 'to slowly swim'.) After several examples the children begin to understand how an adverb functions. At this stage it helps them to think of an adverb as being found next to a verb, and of often ending with the suffix <-ly>. Later, however, the children will discover many instances where this is not the case, and will need to refine their understanding.

Action: The action for an adverb is to bang one fist on top of the other.

Colour: The colour for adverbs is orange.

a / an / the

The words 'a', 'an' and 'the' are known as articles. 'A' and 'an' are used before singular nouns and are called the indefinite articles, as in 'a man' and 'an egg'. 'The' is used before singular and plural nouns and is called the definite article, as in 'the dog' and 'the boys'. The articles are a special sort of adjective.

Individual schools can decide whether or not to use the full terminology at this stage. While young children like learning new and difficult words, there is a limit to how many they can cope with at once. For most classes it is sufficient to refer to these words as 'articles'.

Children need to learn when to use 'an' instead of 'a'. As a simple rule of thumb, tell them to look at the word after the article. If the first letter is a vowel, then they should use 'an', e.g. 'an apple', 'an egg', 'an itch', 'an orange', 'an umbrella.' There are exceptions to this rule, however, which the children may notice. If a word starts with a 'long u' sound, as in 'unicorn' and 'union', the article is 'a'. This is because the 'long u' sound is in fact made up of two sounds, the first of which is the consonant /y/. The same thinking can be applied to words that start with a silent <h>. Since the consonant <h> is silent, the first sound that is actually heard is a vowel, so these words take the article 'an', e.g. 'an hour'.

Sentences

The full definition of a sentence is complicated, and more than children can cope with at this stage. However, because they speak in sentences, they already have a general sense of a sentence as expressing a complete thought. If each child is asked for one sentence of news about their weekend, the majority will be able to give one.

At this stage it is sufficient for the children to know that a sentence starts with a capital letter, ends with a full stop, and must make sense. Soon they will learn that it must also have a verb, and eventually that it must have a subject. Although they are not ready for this yet, it is still important that the children learn about sentences. This knowledge helps them organise their writing into manageable units, rather than linking one idea after another with the word 'and'.

Questions

The children need to understand what a question is and how to form a question mark correctly. If a sentence is worded so as to expect an answer, then it is a question and needs a question mark instead of a full stop. The children need to practice many examples before they remember this automatically. Practice saying sentences and having the children indicate whether or not they are questions. The children can answer by nodding their heads for 'yes', or shaking them for 'no'. Once this exercise becomes familiar the roles can be reversed, with the children thinking up the sentences.

Parsing: identifying the parts of speech in sentences

Parsing is identifying the function of words in sentences. Each word must be looked at in context to decide which part of speech it is. For example, the sentence 'Six boys swam quickly,' can be parsed as: adjective, common noun, verb, adverb.

Many words can function as more than one part of speech, e.g. 'light' can be the noun 'a light', the verb 'to light', or the adjective in 'a light colour'. It is only by analysing a word's use within a sentence that its function can be identified.

The children's ability to parse will develop gradually with regular practice. There are different ways to practise parsing. Start by writing simple sentences on the board for the children to identify the parts of speech. First ask the class, or one child, to read the sentence. Then point to one of the words and ask the children to call out which part of speech it is, or to do the appropriate action. Alternatively, ask individual children to come to the board, and find and underline particular parts of speech in the appropriate colours. Another possibility is to do the action for one of the parts of speech, and call on a child to find an example of it in the sentence, and underline it in the appropriate colour. Alternatively, have the class copy down the sentence and underline each part of speech in the appropriate colour.

Improving vocabulary and using a dictionary

The speed at which children acquire vocabulary varies enormously. Many children do not do so easily. They have to hear a given word a great many times before adopting it into their vocabulary.

We all use far fewer words in normal speech than we encounter in writing. The more a child reads, the greater the likelihood of their vocabulary improving. However, private reading alone is too haphazard a method to rely on, especially for those children without anyone at home who is willing or able to explain the meanings of unfamiliar words.

If a new word is introduced and defined for the children in the classroom, very few are able to recall it or say what it means the following day. To learn the word, most children need to encounter it on several different occasions, practising saying it and verbally putting it into sentences themselves. A systematic approach to vocabulary teaching is therefore very important.

The Grammar Handbook 1 introduces many words that will be unfamiliar to the children. Obviously the grammatical terms themselves will be new to them. Probably some words from the spelling lists and activity sheets will be too. It is worth choosing a selection of words appropriate to the needs of a particular class, and teaching them systematically with enough repetition to ensure that they are mastered.

Young children who are able to read, and to decode new words, are fascinated by dictionaries. Once they are familiar with the alphabet and understand how the dictionary works, they enjoy finding words for themselves. Most children are capable of learning to use a dictionary designed for use in schools. Reading the meanings of the words they find improves the children's comprehension. This is a good habit which should be encouraged; the frequent practice of alphabet and dictionary work in *The Grammar Handbook 1* is designed to help the children acquire it.

When children first begin to write independently, their efforts should be encouraged regardless of the quality. However, after a year of writing freely, the children are ready to learn ways to improve their work. *The Grammar Handbook 1* encourages them to think of alternatives for words they commonly overuse, like 'said'.

Teaching ideas for spelling

Most children need to be taught to spell correctly. In *Jolly Grammar*, spelling is the main focus for one lesson each week.

There are a few children who learn to spell well through their reading. These children have a good memory for words. They teach themselves the code of English, mentally noting the different ways the sounds are represented as they read. When they come to write, these children use analogy to think how to spell unfamiliar words. Even when they are unsure of a spelling, they may be able to find it by writing the word in several ways and choosing the correct version. It does not necessarily follow that these children are more intelligent, or produce superior writing. It simply means that they have the necessary combination of attributes for accurate spelling, namely an excellent retentive memory for print, good phonological awareness and strong reasoning skills. When these children are explicitly taught the alphabetic code, they learn even faster.

Just as there are a few children who find it easy to spell accurately, there are some who find it exceedingly difficult. They often have spatial problems, a poor auditory/visual memory, or are inclined to muddle the sequence and direction of letters in words. It is important to identify a child's individual difficulty; whatever the problem, it has to be overcome. These children need a good grasp of phonics, and must recognise the need to work harder and with more self-discipline, if they are to achieve satisfactory results. Parental help is especially important for them.

Most children taught with *Jolly Phonics* in their first school are familiar with the vowel digraphs and the alternative ways of spelling the vowels sounds, but frequently do not know them by heart. The aim of the spelling work in *Jolly Grammar* is to reinforce the teaching that has gone before, as well as extending the children's knowledge.

The Grammar Handbook 1 teaches the following spelling features:

1. Vowel digraphs
2. Alternative spellings of vowels sounds
3. Plural endings
4. Short vowels and consonant doubling
5. Tricky words
6. Consonant blends

These six features are outlined in greater detail in the pages following.

1. Vowel digraphs

The children should already be familiar with the blending technique: 'If the short vowel sound doesn't work, try the letter name'. When reading words with an *o* spelling, for example, such as 'life', 'mind' and 'pipe', if the /i/ sound, as in 'sit', does not make sense, the children try the /ie/ sound, as in 'pie'. They can use the same technique with the other four vowels as well, which enables them to decode many unfamiliar words. However, this is a reading technique only, and will not help the children in their writing. For accurate spelling, they need a more thorough understanding of how the vowels work.

'Vowel digraph' is the term for two letters which make a single vowel sound, one or both of the letters being a vowel. Often the two letters are next to each other, e.g. <ay>, <ea>, <ou>, <oi>, <ew>. Two vowel letters are usually needed to make a so-called 'long vowel' sound, i.e. one of the vowel letter names: /ai/, /ee/, /ie/, /oa/ or /ue/. Generally the sound they make is that of the first vowel's name. Hence the well-known rule of thumb 'When two vowels go walking, the first does the talking'.

Sometimes the long vowel sound is made by two vowels separated by one or more consonants. In monosyllabic words, the second vowel is usually an <e>, known as a 'magic <e>' because it modifies the sound of the first. Digraphs with a magic <e> can be thought of as 'hop over <e>' digraphs: <a_e>, <e_e>, <i_e>, <o_e> and <u_e>. Once again, the sound they make is that of the first vowel's name; the magic <e> is silent. Children like to show with a hand how magic from the <e> hops over the preceding consonant and changes the short vowel sound to a long one.



This is an alternative way of making the long vowel sounds, as in such words as 'bake', 'these', 'fine', 'hope' and 'cube'. The children need to be shown many examples. It helps them to understand if a piece of

paper is held over the ⟨e⟩, and the word is read without it. For example, 'pipe' becomes 'pip', 'hate' becomes 'hat', 'hope' becomes 'hop' and 'late' becomes 'lat'. It does not matter if, as in this last example, the children find themselves producing nonsense words; the exercise will still help them to understand the spelling rule. When looking at texts on the board or in big books, it helps the children to look for and identify words with a 'magic ⟨e⟩'.

As there are only a few words with the '⟨e⟩ hop-over ⟨e⟩' spelling, e.g. 'these', 'scheme', 'complete', and as they are rather rare, and usually found in complicated words, this spelling is not taught as one of the main alternatives for the long vowel sounds. However, it is worth introducing it to the class.

2. Alternative spellings of vowels sounds

The more complicated aspects of English spelling should be made so familiar to the children as to become automatic. For example, if the children read 'The brave man stayed on the train,' they should be able to identify the words with /ai/ sounds: the ⟨a_e⟩ in 'brave', the ⟨ay⟩ in 'stayed', and the ⟨ai⟩ in 'train'. By regularly looking for this kind of spelling feature in texts on the board, or in books, the children learn to apply their knowledge in their reading and writing. It is those children who have such knowledge, and know how to use it, who make the greatest progress. It is important that all children acquire these skills. The spellings should be regularly revised with flash cards.

In *The Grammar Handbook 1*, the main focus is on the vowel sounds and their alternative spellings. The list below shows the first spelling taught for each letter sound and the main alternatives introduced:

<i>First spelling taught for sound:</i>	<i>Alternative spellings of sound:</i>	<i>Examples of all spellings in words:</i>
ai	a_e, ay	rain, came, day
ee	ea	street, dream
ie	igh, y, i_e	pie, light, by, time
oa	ow, o_e	boat, snow, home
ue	ew, u_e	due, few, cube
er	ir, ur	her, first, turn
oi	oy	boil, toy
ou	ow	out, cow
or	au, aw, al	corn, sauce, saw, talk

3. Plural endings

Plurals are introduced to the children in the grammar lessons. However, there is a direct spin-off into spelling. By recognising when a word is plural, children can avoid making errors like spelling 'ducks' as 'dux'. Knowing that words ending in <sh>, <ch>, <x>, <s> and <z> make the plural with an <es> ending, also helps the children to spell accurately.

4. Short vowels and consonant doubling

For almost every rule of spelling in English, there are some words which break it. However, some rules are pretty reliable, and make the children's learning easier. One of these is the doubling rule. Hundreds of words follow this rule and very few do not, so it is definitely worth teaching.

Consonant doubling is governed by the short vowels, so the children need to be able to identify short vowel sounds confidently. For an entertaining way of helping them listen for short vowels, a puppet such as the Inky Mouse puppet and a box can be used.

For /a/, put the puppet at the side of the box.

For /e/, make the puppet wobble on the edge of the box.

For /i/, put the puppet in the box.

For /o/, put the puppet on the box.

For /u/, put the puppet under the box.



Then the children pretend that their fist is the box and their hand is the puppet.



Start by calling out short vowel sounds. For each one, the children do the appropriate action with their hands. Then call out short words which have a short vowel, e.g. 'pot', 'hat', 'bun', 'dig', 'red'. The children should listen for the vowel sound in each word, and do the action. When most of the children have mastered this, progress to calling out short words with a variety of vowel sounds. For those which do not have a short vowel sound, the children must keep their hands still. Activities like these help to keep the children 'tuned in' to identifying the sounds in words, as well as preparing them for the following rules:

Rules for consonant doubling:

- In a short (i.e. monosyllabic) word with a short vowel sound, if the last consonant is <f>, <ph> or <v>, this is doubled: e.g. 'cliff', 'bell', 'miss', 'buzz'.
- In a short word with a short vowel sound, if the last consonant sound is /k/, this is spelt as <ck>: e.g. 'back', 'neck', 'lick', 'clock', 'duck'.
- If there is only one consonant after a short, stressed vowel sound, this consonant is doubled before any suffix starting with a vowel, such as <-ed>, <-er>, <-est>, <-ing>, <-y>, as in 'hopped', 'wetter', 'biggest', 'clapping' and 'funny'. Note that when <y> is a suffix, it counts as a vowel because it has a vowel sound. (This rule does not apply if the consonant is <x>, which is never doubled, even in words like 'faxed', 'boxing' and 'mixer'.)

In the case of the suffixes which begin with the letter <e>, it helps the children to think of the two consonants as forming a wall. If there were only one consonant, the wall would not be thick enough to prevent 'magic' hopping over from the <e>, and changing the short vowel sound to a long one. With two consonants the wall becomes so thick that the 'magic' cannot get over.



- When a word ends with the letters <de>, and the preceding syllable contains a short, stressed vowel sound, there must be two consonants between the short vowel and the <de>. This means that

the consonant before the <e> is doubled in words like 'paddle', 'kettle', 'nibble', 'topple' and 'snuggle'. No doubling is necessary in words like 'handle', 'twinkle' and 'jungle' because they already have two consonants between the short vowel and the <e>.

Young children tend not to grasp rules straight away, but learn them easily if the rules are regularly brought to their attention. As with many skills, success is dependent on constant repetition.

5. Tricky Words

The tricky words are a group of keywords which the children need to learn by heart. Most of them have irregular spellings. Although the others are phonically regular, the children need to memorise which spelling of the vowel sound they use. The first sixty tricky words are those introduced in *Jolly Phonics*. These need to be revised, and *The Grammar Handbook 1* includes two for revision each week. In addition, twelve new tricky words are introduced. A complete list of the seventy-two words is provided on page 194.

6. Consonant blends

It is worth devoting time to the consonant blends. They are phonically regular and so provide a reliable guide for both reading and spelling. Revision of initial and final consonant blends is provided in the grammar lessons, and each of the weekly spelling lists includes a regular word with a different consonant blend.

The children read unfamiliar words with greater ease once they can blend consonants together fluently, instead of sounding out each one on its own, e.g. /dr/-/u/-/m/, not /d/-/r/-/u/-/m/. Flash cards of the blends should be used for regular practice. However, for writing, the children need to be aware of the individual sounds in a blend. They often write a word such as 'drum' as 'dum' because they do not hear the second sound in the blend. This problem can be overcome with regular practice. Call out blends and ask the children to say the individual sounds, holding up a finger for each one as they say it, e.g. for 'dr' they say /d/, /r/ showing two fingers, and for 'scr' they say /s/, /c/, /r/, showing three fingers.

Improving spelling through phonic knowledge

Simply copying words does surprisingly little to improve the children's spelling. For example, some children write the day of the week on all their work by copying from a blackboard or wall chart. Yet even after years of doing so on a daily basis, many still cannot spell the days of the week without copying. If, however, the words are taught in more detail and practised without copying, the children are quite capable of learning to spell them. Each word needs to be analysed to see how it is made up, and a technique should be chosen to memorise any irregularities. For the days of the week, for example:

Monday	Use the 'Say as it sounds' technique, emphasising the short /o/ so that 'Mon' rhymes with 'gone'.
Tuesday	The children listen for, and say the sounds '/T/-/ue/-/s/-/d/-/ay/'. Ask them repeatedly how the /ue/ sound is spelt in 'Tuesday'.
Wednesday	Use the 'Say it as it sounds' technique, splitting the word into the syllables 'Wed-nes-day'.
Thursday	The children listen for, and say the sounds '/Th/-/ur/-/s/-/d/-/ay/'. Ask them repeatedly how the /er/ sound is spelt in 'Thursday'.
Friday	Use the 'Say as it sounds' technique, emphasising the short /i/ so that 'Frid' rhymes with 'rid'.
Saturday	Split the word into the syllables 'Sat-ur-day'. Ask the children repeatedly how the /er/ sound is spelt in 'Saturday'.
Sunday	This is the only day with a perfectly predictable spelling.

Once the days of the week have been taught, only give the initial letter when writing the date on the board. This encourages the children to practise what they have learned.

In spare moments when looking at texts with children, it helps to look closely at the spelling of some of the words. This develops the children's ability to apply their phonic knowledge to spelling. For example, if the word 'circus' comes up, (a) ask why the first 'c' is soft and has a /s/ sound, (b) ask which spelling of the /er/ sound is used, and (c) point out that saying the last syllable - 'us' - as it sounds, helps with remembering the spelling. After a while, this analytic thinking becomes second nature to the children.

Photocopy Section 1

Grammar and Spelling Lesson Sheets

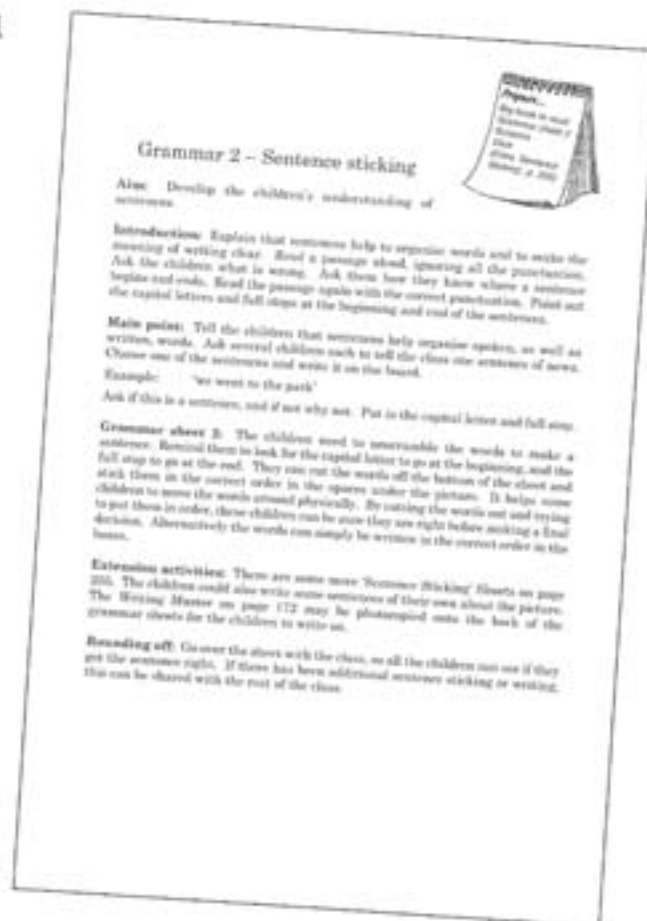
For each lesson there is a photocopiable activity sheet for the children to complete, accompanied by a page of teacher's lesson notes. The recommendations in the notes are intended to be followed systematically. However, if a suggestion seems inappropriate to a particular class situation, it can of course be adapted to suit.

All the lesson notes feature a notepad in the top right-hand corner. This shows a brief checklist of what to prepare for teaching, and is intended for easy reference once the teaching notes have been read. (Items which are useful, but not essential, are shown in brackets.)

The grammar notes all follow the same format:

- Aim
- Introduction
- Main point
- Grammar sheet
- Extension activity
- Rounding off

Each grammar lesson has its own particular focus, and the teacher's notes vary accordingly. However, the standard format helps to give the lessons a recognisable shape.

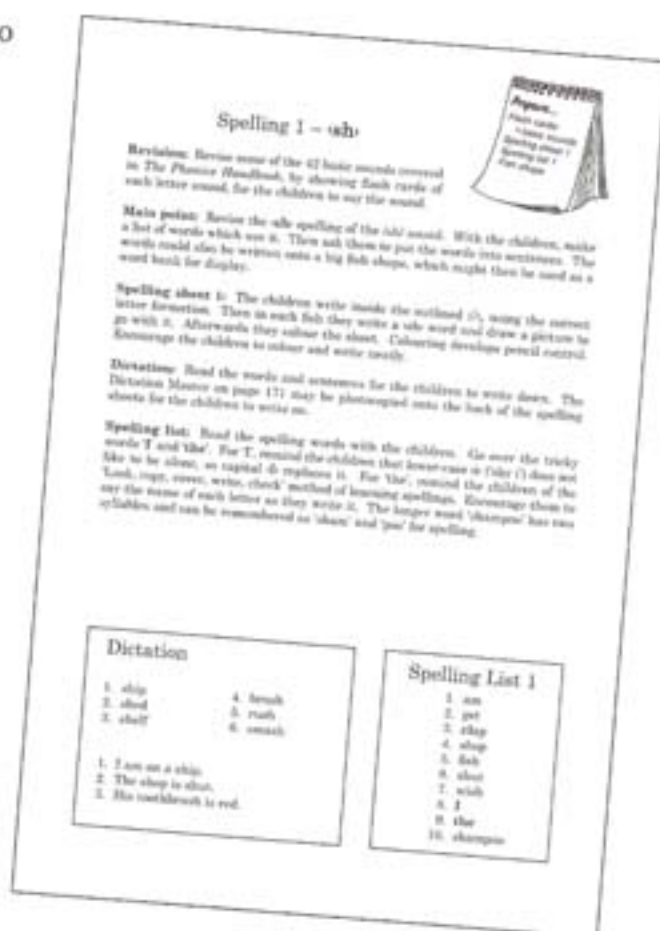


The spelling notes also follow a standard format:

- Revision
- Main point
- Spelling sheet
- Dictation
- Spelling list

Two boxes at the bottom of each page show the words and sentences for dictation, and the weekly spelling list.

Many teaching points are common to all the spelling lessons, so these are explained in further detail below.



a. Revision

Each lesson should start with a short burst of revision. In the early lessons, concentrate on the letter sounds, using flash cards. Over the course of the year, other areas can be added, e.g. consonant blends, identifying sounds in words, reciting the alphabet, and calling out the letter names of tricky words.

b. Main Point

The main focus of most of the spelling lessons is a digraph, one being featured each week. The children read and sound out words which use the digraph for that week. It is important to have available a set or list of regular words using each of the digraphs. For the /sh/ sound, for example, the list might include 'shop', 'ship', 'wish', 'fish', 'mesh', 'rash',

and 'splash'. Many examples are provided in the *Jolly Phonics Word Book* and the *Jolly Phonics Blending Cards*.

c. Spelling sheet

The focus of each spelling sheet reflects the main teaching point, whether it is a digraph, a trigraph, or the short vowels. Always encourage the children to be accurate in their work and to colour neatly.

d. Dictation

As a weekly exercise, dictation is useful in a number of ways. It gives the children regular practice in listening for sounds in the words they write, and is a good way of monitoring their progress. It helps the children develop in their independent writing, and encourages the slower writers to increase their speed.

Each dictation list consists of six words and three simple sentences. These all revise the spelling introduced that week. For example, if the focus for a particular week is the <igh> spelling of the /ie/ sound, then the six dictation words usually feature it.

Begin by calling out the first word for the children to write down. Then ask one of them to sound it out, and as they do so, write the letters on the board. On reaching the sound of the week, the child should say the sound, e.g. /ie/, and then name the letters used to spell it, in this case <igh>. The other children check whether they have written the word correctly, and, if so, give themselves a tick. If there is time after the sentences have been dictated, check that the regular words in the sentences have been sounded out properly and the tricky words spelt correctly. Have the children say the names of the letters in the tricky words.

Dictation tends to go slowly at first, and it may be necessary to reduce the number of words and sentences. However, aim to go quite fast. When the majority of children have finished a word or sentence, go on to the next. The few children who have not finished should leave the item incomplete, and move on. This encourages them to get up to speed. For extra practice, these children could be given words for dictation homework. (Words may be selected from the Homework Writing Sheets in *The Phonics Handbook*.)

Most of the dictation words are regularly spelt. The children should be able to spell them correctly by listening for each sound and writing the letter(s) for it. This type of teaching helps the children to keep focused on sounds and prepares them for more advanced work with analogy and word patterns. Most young children are unable to use analogy for reading or spelling until they have been through the phoneme-blending stage and have a reading age of 7+ years.

Without regular practice, some children lose the ability to hear the sounds in words. These tend to be the children who were slowest to acquire phonemic awareness in the first place. It is easy to identify problems by looking at the children's independent writing. For example, if a child writes the word 'play' as 'paly', this usually indicates that the child needs to be taught to listen more carefully. Regular listening practice is particularly important for such children.

There are a number of activities introduced in *The Phonics Handbook*, which can be used to improve phonemic awareness with a class, group or individual, such as:

- holding up one finger for each sound in a word, e.g. four fingers for 'swing',
- orally 'chopping' sounds off a word, one by one, e.g. 'spot, pot, ot, t'
- splitting a word into onset and rime, e.g. 'str-eet',
- splitting a word into syllables, e.g. 'luck-y', and
- making new words by changing one sound at a time, e.g. 'pin, pip, ship, sheep'.

e. Spelling list

Each week the children are given ten spellings to learn for a test. It makes sense to give the spelling homework at the beginning of the week, and to test at the end of the week or on the following Monday.

The words have been carefully selected to enable every child to have some success, with the majority achieving full marks.

Words 1 and 2 in each spelling list are regular 2- or 3-letter words, and the third is also regular, but with a consonant blend. All the children

Spelling List 1

1. am
2. get
3. clap
4. shop
5. fish
6. shut
7. wish
8. I
9. the
10. shampoo

should be able to spell these correctly by listening for the sounds. Words 4, 5, 6, 7 and 10 generally feature the spelling of the week, and are usually regular. Number 10 is a longer word. The children need encouragement in tackling long words to build their confidence. Words 8 and 9 are tricky words that need to be practised by repeating the letter names, and using the 'Look, Copy, Cover, Write, Check' method (see pages 195-200). Allow a few minutes each day for reciting the letter names of these two words, especially with the children who normally fail to get full marks for their spelling homework. It is important to go over the words on the list during the spelling lesson. It is not enough simply to send home a list of words for the children to learn. At odd moments during the week ask the class, or individual children, to spell or sound out words from the list orally, or to test each other in pairs.

Each child takes the spellings home in a small vocabulary-size exercise book. In Photocopy Section 4 the spelling words are set out in the groups of ten, ready for photocopying. At the beginning of each week, stick the right section into each child's Spelling Homework Book. At this stage it is best not to ask the children to write the words into their books themselves because it is time-consuming and their writing is not always neat enough for their parents to read.

Test and mark the spellings each week. The results should be written in the Spelling Homework Book for the parents to see, shown either as a mark out of ten, or with a coded system if preferred. A coloured star system might be used, for example, with a gold star for 10/10, a silver star for 9/10 and a coloured star for 8/10. A letter of encouragement to parents is provided on page 187. Most parents like to be involved in the homework and are interested in how many words their child spelt correctly, and which words were mis-spelt.

Children need to be aware that accurate spelling is important for their future. There is no magic wand that can be waved to make them good at spelling. A certain amount of dedication and practice is needed.

Jolly Phonics introduced the children to three spelling techniques:

- a. 'Look, Copy, Cover, Write, Check',
- b. 'Say as it sounds', and
- c. Mnemonics.

Jolly Grammar continues to encourage the use of these methods. Photocopiable sheets for practising the tricky word spellings with the 'Look, Copy, Cover, Write, Check' method are provided on pages 195-200.

Spelling 1 – <sh>



Revision: Revise some of the 42 basic sounds covered in *The Phonics Handbook*, by showing flash cards of the letter sounds. For each flash card the children say the sound.

Main point: Revise the <sh> spelling of the /sh/ sound. With the children, make a list of words which use it. Then ask them to make up sentences, using some of the words. The words could also be written onto a big fish shape, which might then be used as a word bank for display.

Spelling sheet 1: The children write inside the outlined sh, using the correct letter formation. Then in each fish they write an <sh> word and draw a picture for that word. Afterwards they colour the sheet. Colouring develops pencil control. Encourage the children to colour and write neatly.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'I' and 'the'. For 'I', remind the children that lower-case i ('shy i') does not like to be alone, so capital I replaces it. For 'the', remind the children of the 'Look, copy, cover, write, check' method of learning spellings. Encourage them to say the name of each letter as they write it. The longer word 'shampoo' has two syllables and can be remembered as 'sham' and 'poo' for spelling.

Dictation

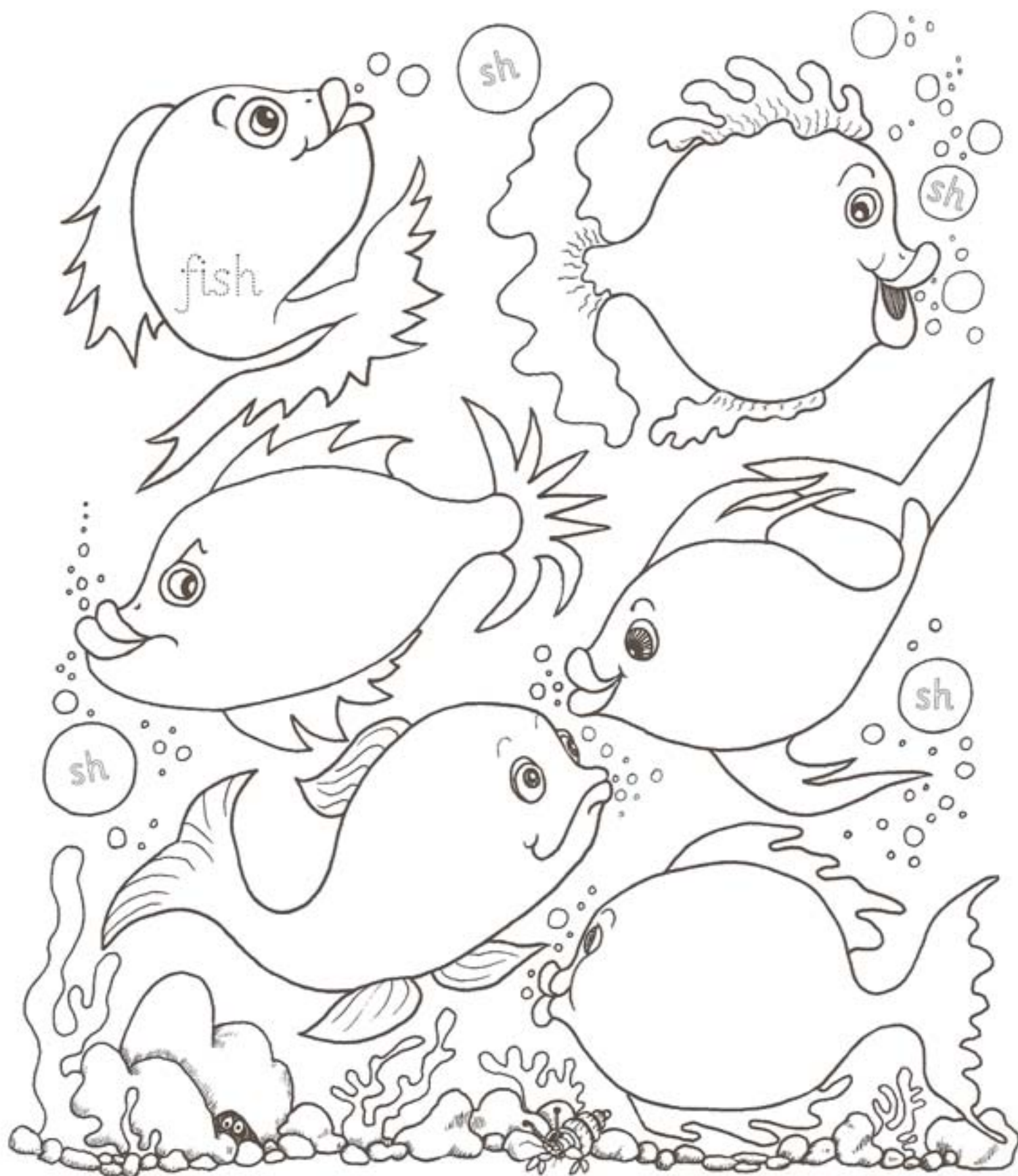
- | | |
|----------|----------|
| 1. ship | 4. brush |
| 2. shed | 5. rush |
| 3. shelf | 6. smash |

1. I am on a ship.
2. The shop is shut.
3. His toothbrush is red.

Spelling List 1

1. am
2. get
3. clap
4. shop
5. fish
6. shut
7. wish
8. I
9. the
10. shampoo

Write a <sh> word and draw a picture in each fish.



Action: Place finger over lips and say sh, sh, sh.

Grammar 1 – Rainbow Capitals



Aim: Develop the children's ability to recognise and write capital letters. Develop their knowledge of the alphabet.

Knowing the alphabet is the first step towards being able to use word books, dictionaries and thesauruses.

Introduction: Say the alphabet with the children. There should be a copy available that they can see. Point to a letter and ask the children to say its sound. Repeat for other letters. The children need to know the order of the alphabet thoroughly. Throughout this term they should practise reciting it as often as possible.

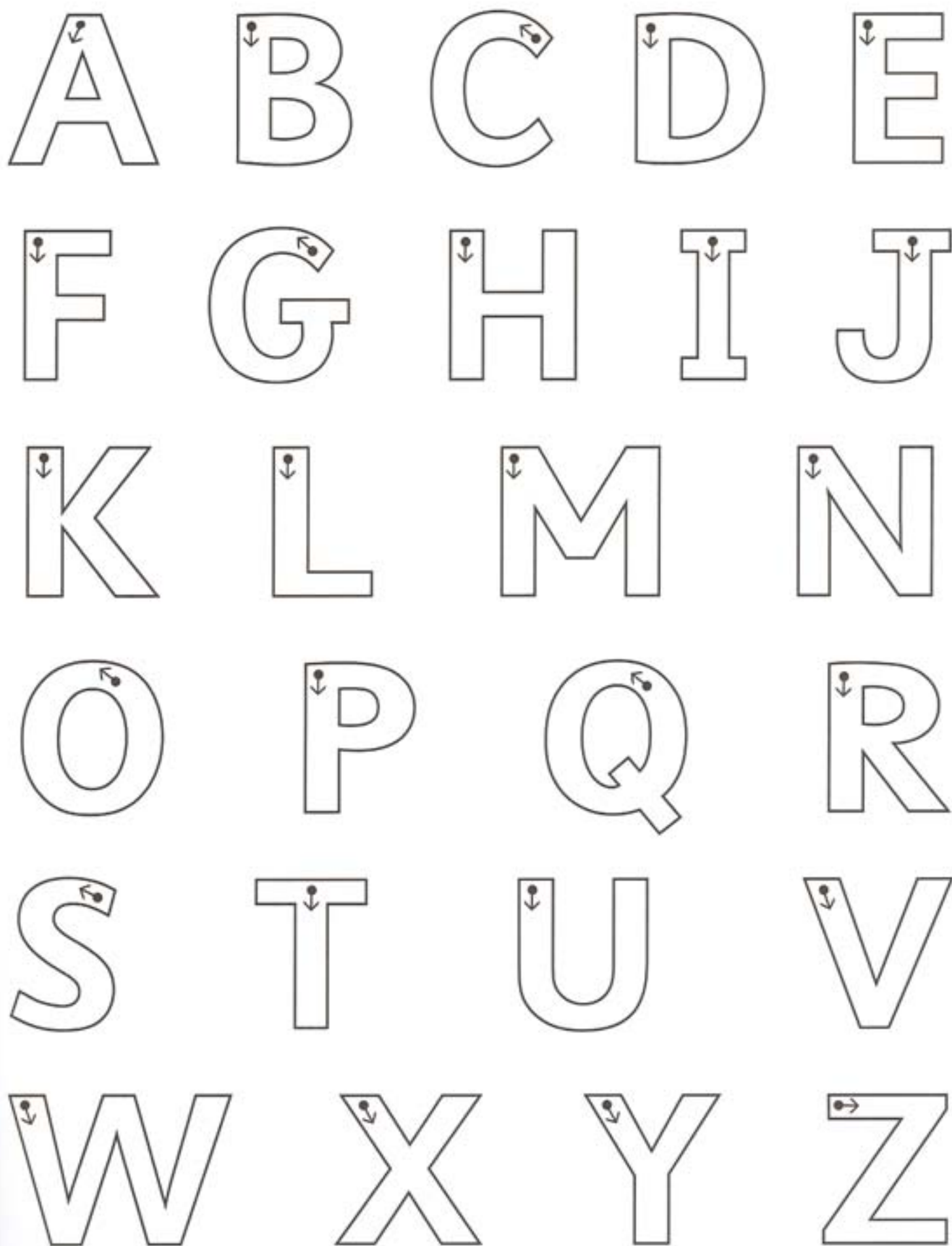
Main point: Go over the formation of the capital letters. Always start at the top. The starting point for 'O' and 'Q' is slightly to the right, as if writing a letter 'C'.

Grammar sheet 1: The children write inside the outlined letters, using a coloured pencil. Then they have another go, writing the letters with a different coloured pencil. Their lines will cross over each other inside the outlines, but this does not matter. The children keep writing the letters using a different coloured pencil each time, until each letter is filled with its own 'rainbow'.

Extension activity: The children put letters into alphabetical order, using the Alphabet Letter Sets on pages 202-3. They could also use any alphabet puzzles available.

Rounding off: Give each child a different letter from one of the Alphabet Letter Sets. The children take turns saying the sound and/or name of their letter.

Rainbow Capital Letters



Spelling 2 – <ch>



Revision: Revise some basic sounds. Revise tricky words 'I' and 'the'.

Main point: Revise the <ch> spelling of the /ch/ sound.

With the children, make a list of words which use it. Then ask them to make up sentences, using some of the words. The words could also be written onto a big chest shape, which might then be used as a word bank for display.

Spelling sheet 2: The children write inside the outlined **ch**, using the correct letter formation. Then in each chest they write a <ch> word and draw a picture for that word. Afterwards they colour the sheet. Colouring develops pencil control. Encourage the children to colour and write neatly.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'he' and 'she'. The longer word 'chicken' has two syllables and can be remembered as 'chick' and 'en' for spelling. It helps the children remember the spelling if they emphasise the /e/ sound in the second syllable, pronouncing it to rhyme with 'pen'.

Dictation

- | | |
|---------|----------|
| 1. chin | 4. bench |
| 2. much | 5. such |
| 3. chop | 6. lunch |

1. I am rich.
2. She sat on the bench.
3. He had chips for lunch.

Spelling List 2

1. if
2. hot
3. blot
4. chips
5. lunch
6. chest
7. much
8. he
9. she
10. chicken

Write a <ch> word and draw a picture in each chest.



Action: Move arms at sides as if you are a train, saying *ch, ch, ch*.

Grammar 2 – Sentence sticking



Aim: Develop the children's understanding of sentences.

Introduction: Explain that sentences help to organise words and to make the meaning clear. Read a passage aloud, ignoring all the punctuation. Ask the children what is wrong. Ask them how they know where a sentence begins and ends. Read the passage again with the correct punctuation. Point out the capital letters and full stops at the beginning and end of the sentences.

Main point: Tell the children that sentences help organise spoken, as well as written, words. Ask several children to tell the class one sentence of news each. Choose one of the sentences and write it on the board, without punctuation.

Example: 'we went to the park'

Ask if this is a sentence, and if not why not. Put in the capital letter and full stop.

Grammar sheet 2: The children need to unscramble the words to make a sentence. Remind them to look for the capital letter to go at the beginning, and the full stop to go at the end. They can cut the words off the bottom of the sheet and stick them in the correct order into the spaces under the picture. It helps some children to move the words around physically. By cutting the words out and trying to put them in order, these children can be sure they are right before making a final decision. Alternatively the words can simply be written in the correct order in the boxes.

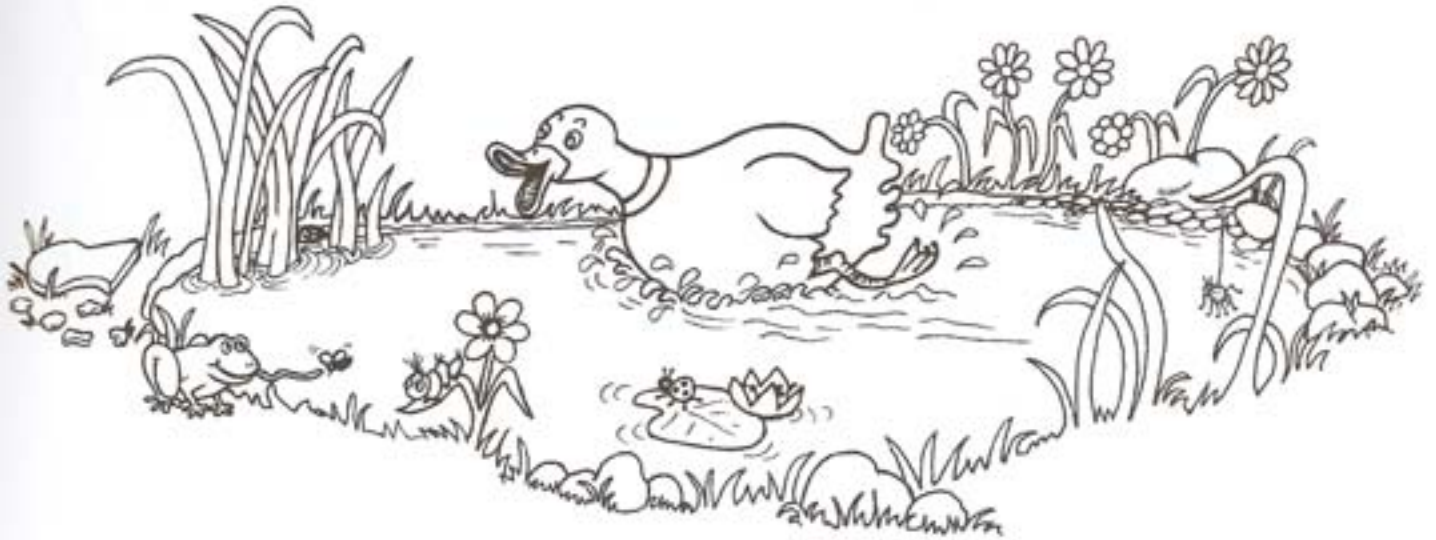
Extension activities: There are some more 'Sentence Sticking' Sheets on page 205-8. The children could also write some sentences of their own about the picture. The Writing Master on page 172 may be photocopied onto the back of the grammar sheets for the children to write on.

Rounding off: Go over the sheet with the class, so all the children can see if they got the sentence right. If any children have done additional sentence sticking or writing, ask them to share it with the rest of the class.

Sentences

Cut out the words.

Put them in order, to make a sentence about the picture.



pond.	A	duck
on	swims	the

Prepare...

- Flash cards:
 - basic sounds
 - tricky words
- Spelling sheet 3
- Spelling list 3
- Thought bubble shape

Main point: Revise the <th> spelling of the voiced and unvoiced /th/ sounds. To help the children feel the difference between the voiced and unvoiced sounds, tell them to touch the front of their throats. With a voiced /th/ they will feel vibrations, whereas with an unvoiced /th/ they will not. With the children, make a list of words which use /th/. Then ask them to make up sentences, using some of the words. The words could also be written onto a big thought bubble shape, which might then be used as a word bank for display.

Spelling sheet 3: The children write inside the outlined th, using the correct letter formation. Then in each thought bubble they write a (th) word and draw a picture for that word. Afterwards they colour the sheet. Colouring develops pencil control. Encourage the children to colour and write neatly.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'me' and 'we'. The longer word 'thinking' has two syllables and can be remembered as 'think' and 'ing' for spelling.

1. That moth is big.
2. He is thin.
3. She cut the cloth.

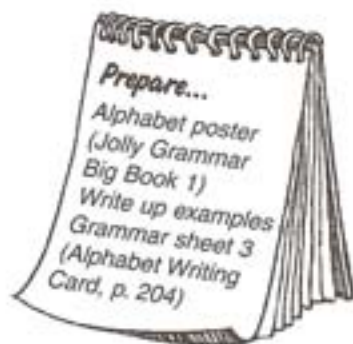
1. us
2. sad
3. **flag**
4. this
5. with
6. that
7. thank
8. **me**
9. **we**
10. thinking

Write a <th> word and draw a picture in each thought bubble.



Action: Pretend to be naughty clowns and stick out tongue a little for *th*, and further for *th*.

Grammar 3 – Sentences



Aim: Develop the children's understanding of sentences.

Introduction: Help the children practise saying the alphabet. Use an alphabet poster, or the alphabet in the *Jolly Grammar Big Book 1*. Once they know it really well they will not need to look. Point to, or hold up letters (both capital and lower-case) and ask for their names and/or sounds. Ask which letter comes after the one being shown. The children find it easier to name this letter than the one which comes before. This is a good activity for any spare moments.

Main point: Explain that simply having a capital letter at the beginning of a line of writing, and a full stop at the end, does not make a sentence. The words in between must make sense too. (This is a very simple working definition of a sentence that young children can understand. As they gain in understanding it can be added to and refined.) Look at some incorrect sentences with the children.

Examples: 'the frog is green'
 'The cat ran up the.'

Ask why each line of writing is not a proper sentence. Correct them with the class.

Grammar sheet 3: The children read each line of text and decide whether it is a proper sentence. If they think it is correct, they copy the sentence underneath. If not they write the sentence correctly underneath.

Extension activity: The children practise writing the alphabet using the Alphabet Writing card on page 204.

Rounding off: Go over the sheet, with the class deciding if the sentences are correct. If they are not, ask the children why not, and do the corrections with them.

Are these sentences correct?

Write out each sentence correctly underneath.

1. the dog is spotty.



2. The duck swims on the.



3. I sleep in a bunk bed.



4. i like fish and. chips



5. He is playing football.



Spelling 4 – <ng>



Revision: Revise some basic sounds. Revise tricky words 'I', 'the', 'he', 'she', 'me' and 'we'.

Main point: Revise the <ng> spelling of the /ng/ sound. Remind the children that it can go with all of the vowels, not just <i>i</i>. Practise saying 'ang', 'eng', 'ing', 'ong' and 'ung'. With the children, make a list of words which use each spelling. Then ask them to make up sentences, using some of the words. The words could also be written onto an enlarged copy of Spelling sheet 4, which might then be used as a word bank for display.

Spelling sheet 4: The children write inside the outlined <ng>, using the correct letter formation. Then in each ring they write an <ng> word and draw a picture for that word. Afterwards they colour the sheet. Colouring develops pencil control. Encourage the children to colour and write neatly.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for tricky words 'be' and 'was'. For 'was', as well as saying the letter names as they write them, the children could use the 'Say it as it sounds' spelling method, pronouncing 'was' to rhyme with 'mass'.

Dictation

- | | |
|----------|-----------|
| 1. wing | 4. spring |
| 2. song | 5. sung |
| 3. bring | 6. clang |

1. The string was long.
2. She sang a song.
3. He had a sling on his arm.

Spelling List 4

1. in
2. leg
3. glad
4. ring
5. sang
6. strong
7. lung
8. be
9. was
10. length

Write an 'ng' word and draw a picture in each ring.



Action: Imagine you are a weight lifter and pretend to lift a heavy weight above your head saying ng...

Grammar 4 – Capital letters



Aim: Develop the children's ability to recognise the capital and lower-case forms of each letter.

Introduction: Help the children practise saying the alphabet. Use an alphabet poster, or the alphabet in the *Jolly Grammar Big Book 1*. Once they know it really well they will not need to look.

Main point: Revise formation of the capital letters, especially those that are very different from the lower-case letters: 'A', 'B', 'D', 'E', 'F', 'G', 'H', 'M', 'N', 'Q', 'R', 'T' and 'Y'. Write or hold up letters (both capital and lower-case), and ask for their names and/or sounds. Then write or hold up a lower-case letter and ask one of the children to write its capital letter on the board. Repeat with other letters. This is a good activity for spare moments.

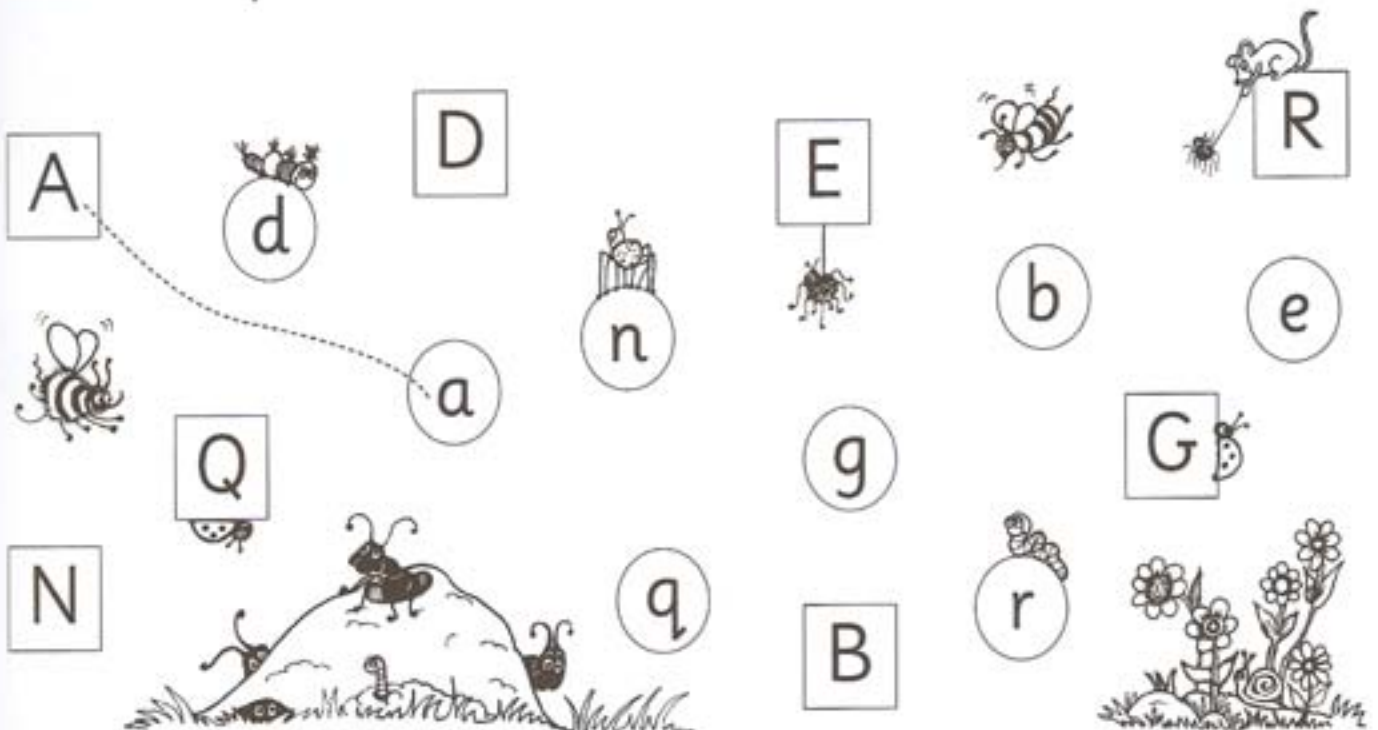
Grammar sheet 4: The children write the capital letters next to the lower-case letters. Then they join the capital and lower-case letters at the bottom of the sheet.

Extension activity: See how quickly the children can sort sets of letters into alphabetical order, using the Alphabet Letter Sets on pages 202-3. The Alphabet Writing Card on page 204 can be used for further practice.

Rounding off: From an alphabet set, give each child a different letter. Call out the alphabet slowly. When each letter is called, the child holding it stands up and moves to the front. The children at the front form an alphabet line, holding out their letters for the rest of the class to see. Once all the children come to know the alphabet better, this activity can be repeated with the children saying the names of their letters themselves.

Capital Letters

Join each capital letter to its lower-case letter.



Spelling 5 – <qu>



Revision: Revise some basic sounds. Revise tricky words 'I', 'the', 'he', 'she', 'me', 'we', 'be' and 'was'.

Main point: Revise the <qu> spelling of the /qu/ sound. Remind the children that <qu> is made up of two sounds /k/ and /w/. If the children hear /kw/ in a word, they must remember to write <qu>. With the children, make a list of words which use <qu>. Then ask them to make up sentences, using some of the words. The words could also be written onto a big duck shape, which might then be used as a word bank for display.

Spelling sheet 5: The children write inside the outlined qu, using the correct letter formation. Then in each duck they write a <qu> word and draw a picture for that word. Afterwards they colour the sheet. Colouring develops pencil control. Encourage the children to write and colour neatly.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'to' and 'do'. At the end of both these words, the letter <u> makes an /oo/ sound. The longer word 'squirrel' has two syllables and can be remembered as 'squir' and 'rel' for spelling. It helps the children remember the spelling if they emphasise the /e/ sound in the second syllable, pronouncing it to rhyme with 'bell'.

Dictation

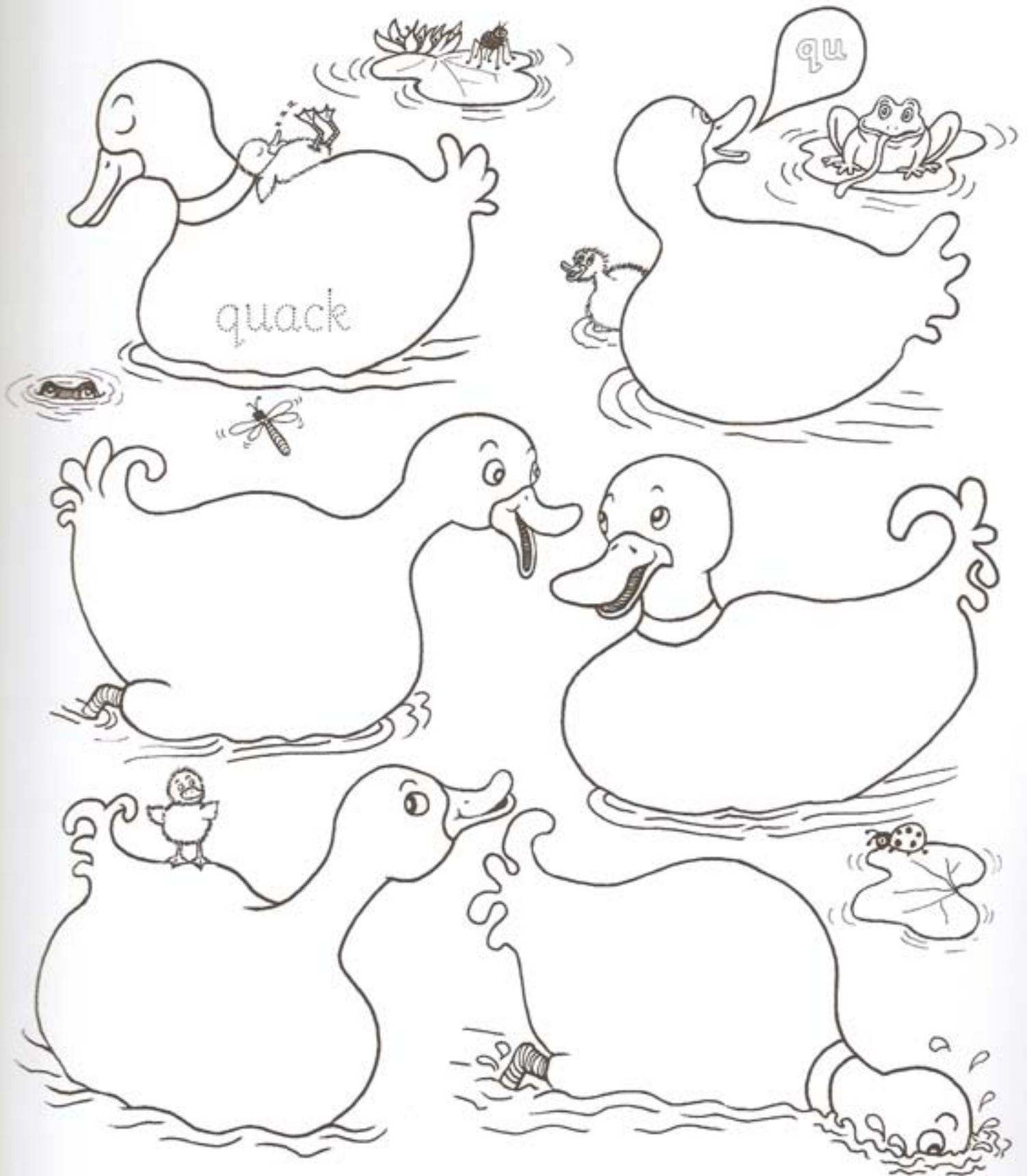
- | | |
|-----------|-----------|
| 1. quit | 4. quail |
| 2. quick | 5. quest |
| 3. quench | 6. liquid |

1. She is quick.
2. The ducks went quack.
3. The quiz was on Sunday.

Spelling List 5

1. on
2. but
3. plum
4. quick
5. quiz
6. queen
7. squid
8. to
9. do
10. squirrel

Write a 'qu' word and draw a picture in each duck.



Action: Make a duck's beak with your hands and say qu, qu, qu.

Grammar 5 – Proper nouns



Aim: Develop the children's understanding that there are different types of words, and that each type has a special name.

Proper nouns are the names given to particular people and places, and to months and days of the week.

Introduction: The children practise saying the alphabet. Write or hold up capital letters and ask the children to say the name and/or sound for each. Ask some of the children to write their name on the board. Check that they have started their name with a capital letter. Ask the children what all the names on the board have in common. The answer is that they all start with a capital letter. Show the children some names in a story book. Point out that all the words start with a capital letter. Explain that people's names always start with a capital letter.

Main point: Special names that are given to people, places or things are called **Proper Nouns**. The children's names are proper nouns. They have a capital letter to show how important they are. Other names are special too and they also need a capital letter, e.g. the name of the school, road, town, county and country. The school address could be written out on a big piece of paper, or 'envelope', to be read with the children identifying the proper nouns. The proper nouns should all have capital letters. There is a page in the *Jolly Grammar Big Book 1* that will help introduce proper nouns.

Action: The action for a proper noun is to touch one's forehead with the index and middle fingers.

Colour: The colour for nouns is black. (If using a blackboard, explain that as there is no black chalk, white chalk is used instead.)

Grammar sheet 5: The children write in the outlined words **Proper Nouns**, using a black pencil. Then they draw a picture of themselves in the frame and write their name underneath, remembering to use a capital letter. There is a space for their surname as well. The children write the name of their teacher under the second frame, and draw a picture in it. Then they write the school address on the picture of the envelope.

Extension activity: The children write the names of others at their table, or in their class. They could look for the names of towns and countries in their atlases.

Rounding off: Call out words, some of which are proper nouns. For those that are proper nouns, the children do the action. For those that are not, they keep still.

Proper Nouns





Action: Touch forehead with index and middle fingers.

Colour: Black

Spelling 6 – <ar>



Revision: Revise some basic sounds. Revise tricky words 'I', 'the', 'he', 'she', 'me', 'we', 'be', 'was', 'to' and 'do'.

Main point: Revise the <ar> spelling of the /ar/ sound. With the children, make a list of words which use it. Then ask them to make up sentences, using some of the words. The words could also be written onto a big star shape, which might then be used as a word bank for display. In some regions the letter <a> is also pronounced as /ar/, in words such as 'class', 'path' and 'father'. It may be helpful to make a list of these words, and to learn them by using the 'Say as it sounds' spelling technique.

Spelling sheet 6: The children write inside the outlined ar, using the correct letter formation. Then in each star they write an <ar> word and draw a picture for that word. Afterwards they colour the sheet. Colouring develops pencil control. Encourage the children to colour and write neatly.

Dictation: Read the words and sentences for the children to write down. Tell the children that the /k/ sound at the end of 'park' and 'shark' is a kicking <k>. Later they will learn rules to help them choose between <c>, <k> and <ck>. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'are' and 'all'. Point out to the children that 'are' is only tricky because they must remember to put the <e> on the end. The longer word 'farmyard' has two syllables and can be remembered as 'farm' and 'yard' for spelling.

Dictation

- | | |
|---------|----------|
| 1. car | 4. start |
| 2. jar | 5. shark |
| 3. part | 6. march |

1. She has a red car.
2. I ran to the park.
3. A shark has sharp teeth.

Spelling List 6

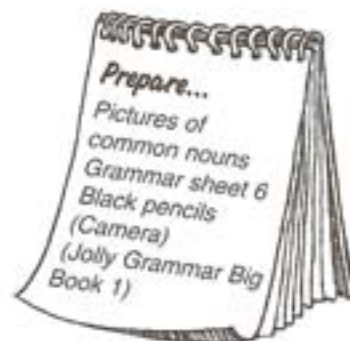
1. at
2. yes
3. slug
4. arm
5. hard
6. scarf
7. card
8. are
9. all
10. farmyard

Write an <ar> word and draw a picture in each star.



Action: Open mouth wide and say *ah*, as if at the doctors.

Grammar 6 – Common nouns



Aim: Develop the children's understanding of common nouns.

Introduction: Revise proper nouns with the class. Call out some words. For those that are proper nouns, the children do the action. Remind them that proper nouns need a capital letter at the beginning because they are important names.

Main point: Tell the children that not all names are important. The word 'chair' is a noun but it is not a proper noun. There are many chairs, not just one chair. These sorts of nouns are **Common Nouns**, and do not need capital letters. If it makes sense to put 'a', 'an' (the indefinite articles) or 'the' (the definite article) in front of a word, then the word is probably a noun. It may help the children's understanding to tell them that nouns are things that can be photographed. However, this is true only of concrete nouns, and not of abstract nouns such as 'happiness'. There is a page in the *Jolly Grammar Big Book 1* that will help introduce common nouns.

Action: The action for a common noun is to touch one's forehead with all the fingers of one hand.

Colour: The colour for nouns is black. (If using a blackboard, explain that as there is no black chalk, white chalk is used instead.)

Call out some words. The children do the action for those that are common nouns.

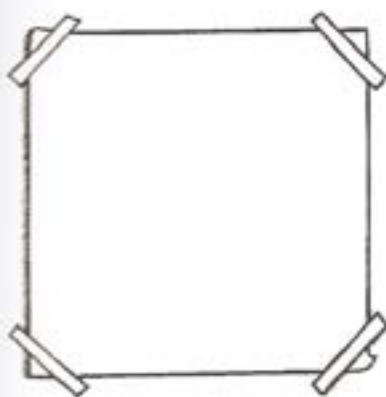
Grammar sheet 6: The children write inside the outlined words **Common Nouns** using a black pencil. Then, in each 'photograph', the children draw an object or animal. It may help them to look around and choose three things that they can see. The children write the common noun for each picture underneath it. In the next exercise, they read the sentences and write a noun that makes sense in each space. Then they draw pictures for their nouns in the 'photograph' frames.

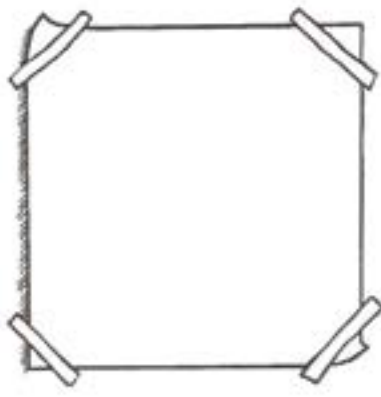
Extension activity: The children write nouns and draw pictures for other things they can see around them. They can pretend they have a camera and look around for things to photograph.

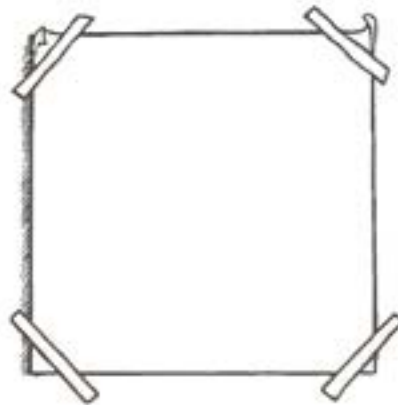
Rounding off: Call out words including some proper nouns and some common nouns. For those that are proper or common nouns, the children do the appropriate action. For words that are neither they keep still.

Common Nouns Black

Draw 3 pictures and write the nouns underneath.







Write a noun to finish each sentence, and draw a picture.

1. The _____ is black.



2. I throw the _____ .



3. A _____ can swim.



4. I like to eat _____ .



Action: Put hand on forehead.

Colour: Black

Spelling 7 – short vowels

Revision: Revise some basic sounds. Revise tricky words 'he', 'she', 'me', 'we', 'be', 'was', 'to', 'do', 'are' and 'all'.



Main point: Revise the short vowels: /a/, /e/, /i/, /o/, /u/. The children could use their fingers to help them remember. They point to their thumb for /a/, their index finger for /e/, etc. Many spelling rules relate to the short vowels, so children need to be able to identify them in words.

Set out five containers, a bag, net, bin, box and mug, as on the sheet. Call out a word with a short vowel and ask the children to decide which short vowel sound is in the word, i.e. /a/ words go in the bag. /e/ words go in the net, etc. You could use the double page in the Grammar Big Book 1 and stick the words on it. (Also look at p17 for ideas on teaching short vowels.)

Spelling sheet 7: Call out CVC words for the children to write into the appropriate container. Alternatively you could put a selection of consonant/vowel/consonant word or picture cards on each table. The children look at them, and then write the words in the appropriate containers. Ensure that there are at least three words for each vowel sound.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. This week's list is different, as it features most of the days of the week. As a class, say the letter names for the tricky words 'you' and 'your'. The longer two words 'Wednesday' and 'Saturday' have 3 syllables and can be remembered as 'Sat-ur-day' and 'Wed-nes-day'. Emphasise the /ue/ in 'Tuesday', and tell them that the /er/ sounds in 'Thursday' and 'Saturday' are both spelt <ur>.

Dictation

- | | |
|------------|--------------|
| 1. Sunday | 4. Wednesday |
| 2. Monday | 5. Thursday |
| 3. Tuesday | 6. week |

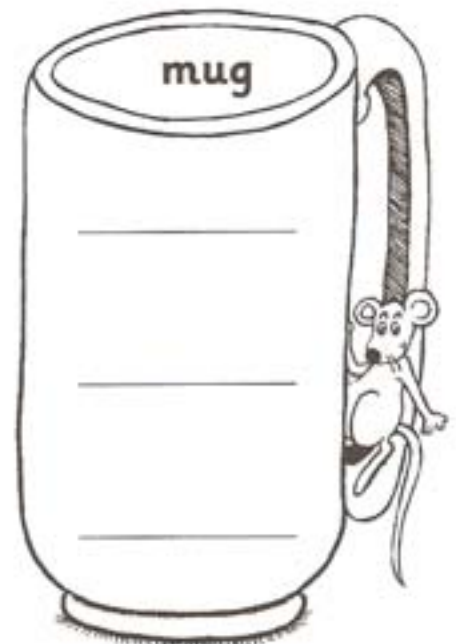
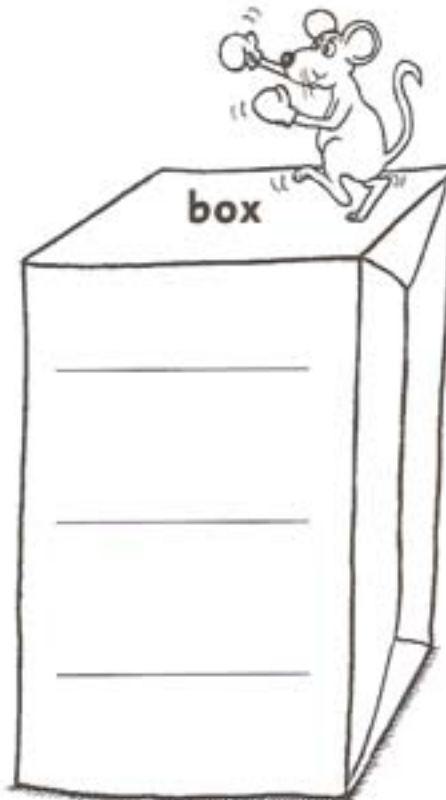
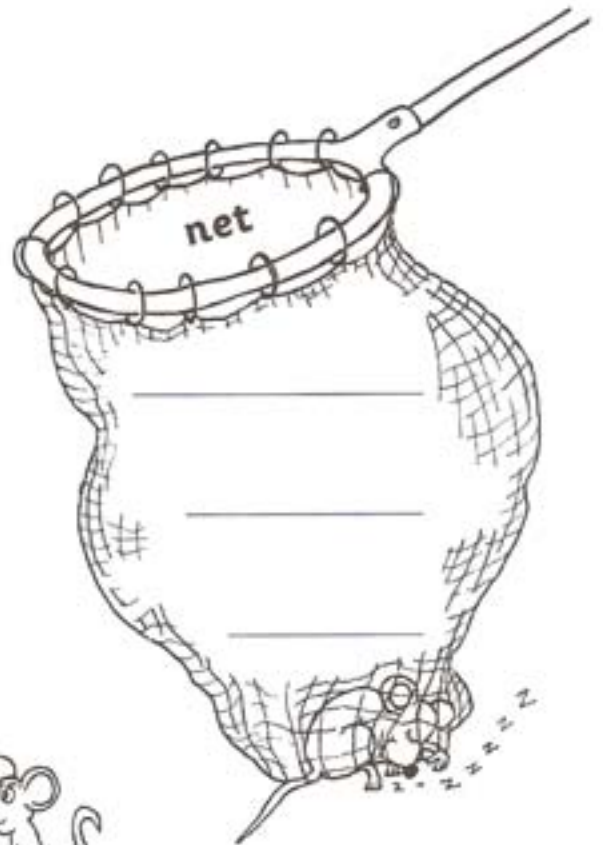
1. It is Monday.
2. Yesterday was Sunday.
3. I swim on Thursdays.

Spelling List 7

1. dog
2. bran
3. Monday
4. Tuesday
5. Wednesday
6. Thursday
7. Friday
8. you
9. your
10. Saturday

Short Vowel Sounds

Think of some words for each short vowel sound and write them in the right container.



Aa

Ee

Ii

Oo

Uu

Grammar 7 – Alphabetical order



Aim: Develop the children's knowledge of the alphabet.

Introduction: The children need to be thoroughly familiar with each letter's position in the alphabet and dictionary. This will improve their ability to find words in the dictionary. Show the children a dictionary and explain what it is for. Tell the children that if a dictionary were divided into four approximately-equal parts, the letters would fall into the following groups:

1. Aa Bb Cc Dd Ee
2. Ff Gg Hh Ii Jj Kk Ll Mm
3. Nn Oo Pp Qq Rr Ss
4. Tt Uu Vv Ww Xx Yy Zz

The children practise saying the alphabet in these groups. They hold up one finger as they say the first group, pause, then hold up two fingers as they say the second, etc. A copy of the alphabet divided into the four groups should be available for them to see. There is a copy in the *Jolly Grammar Big Book 1*, and the four groups are incorporated in the *Jolly Dictionary*.

Main point: Point to, or hold up letters (both capital and lower-case), and ask for their names and/or sounds. Ask which letter comes after the one being shown, and which comes before it. This activity is ideal for any spare moments, and needs to be repeated often for the children to learn the alphabet thoroughly.

Grammar sheet 7: Using a different coloured pencil for each group, the children write inside the outlined lower-case letters. Then they write the capital letters next to the lower-case ones. Next they write the letters that come before and after those in each group of books. Finally they try putting groups of letters into alphabetical order. The letters in each group of three are consecutive, and should be written as capitals.

Extension activity: Put more letters on the board, or letter cards on tables, for the children to put into alphabetical order.

Rounding off: Give each child a different letter from one of the Alphabet Letter Sets on pages 202-3. Call out a letter. The child with that letter stands up. Then ask who has the letter that comes after it, and who has the letter that comes before. The children stand next to each other holding their letters in front of them.

Alphabetical Order

Use a different colour for each section of the alphabet.
Write the capital letters next to the lower-case letters.

__a__b__c__d__e

__f__g__h__i__j__k__l__m

__n__o__p__q__r__s

__t__u__v__w__x__y__z

Which letters come before and after?



Put these sets of letters into alphabetical order.

C	A	B
__	__	__

M	L	K
__	__	__

U	V	T
__	__	__

Spelling 8 – ff



Revision: Revise some basic sounds. Revise tricky words 'me', 'we', 'be', 'was', 'to', 'do', 'are', 'all', 'you' and 'your'.

Main point: Introduce the ff spelling of the /f/ sound. An f at the end of a small word, with a short vowel, is usually doubled, except for the words 'if' and 'of'. Explain to the children that they can remember the difference between 'of' and 'off' by listening to the sound at the end of the word. If it is a /f/ sound, as in 'off', then they must use ff, but if they hear a /v/ sound, as in 'of', they only need one f. With the children, make a list of words which use ff. Then ask them to put the words into sentences. The words could also be written onto a big cliff shape.

Spelling sheet 8: The children write inside the outlined ff. Then in each cliff they write an ff word and draw a picture to go with it. Afterwards they colour the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Go over the tricky words 'come' and 'some'. The longer word 'stuffing' has two syllables and can be remembered as 'stuff' and 'ing' for spelling.

Dictation

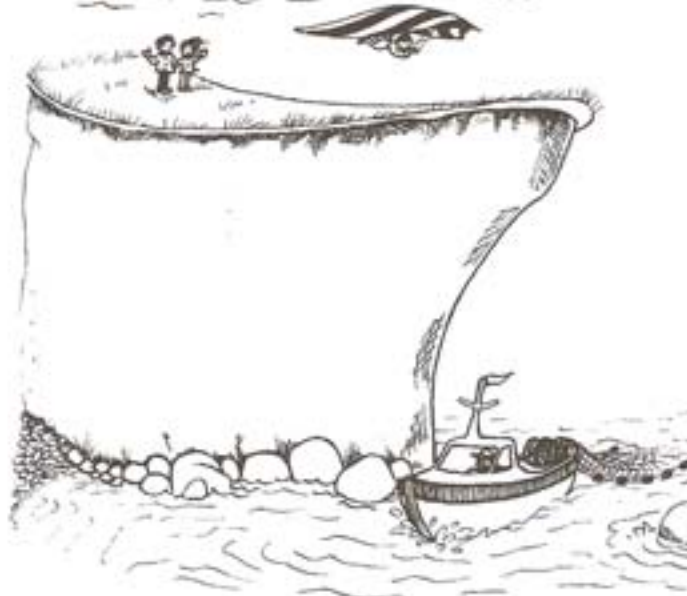
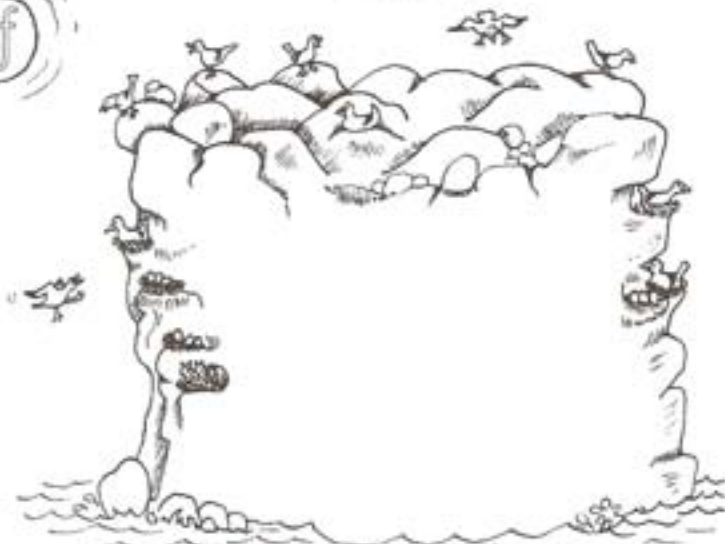
- | | |
|---------|----------|
| 1. off | 4. gruff |
| 2. cuff | 5. ruff |
| 3. huff | 6. cliff |

1. He can jump off the step.
2. She ran up the cliff.
3. We must not sniff.

Spelling List 8

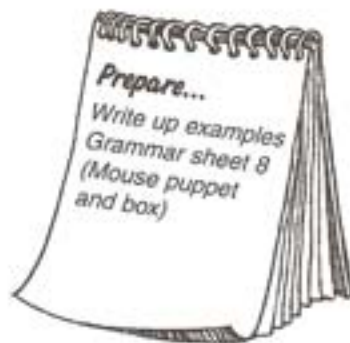
1. up
2. man
3. crab
4. off
5. cliff
6. stiff
7. cuff
8. come
9. some
10. stuffing

Write an **ff** word and draw a picture on each cliff.



Action: Let hands gently come together as if fish deflating and say *ffffff*.

Grammar 8 – 'a' or 'an'



Aim: Develop the children's knowledge of when to use the 'an' instead of 'a'. ('A' and 'an' are the indefinite articles.

Introduction: Revise the five vowel letters. Tell the children that all the other letters are called consonants. Revise the short vowel sounds /a/, /e/, /i/, /o/, /u/.

Use a box and puppet to help them listen for the short vowel sounds:

For /a/, put the puppet at the side of the box. For /e/, make the puppet wobble on the edge of the box. For /i/, put the puppet in the box. For /o/, put the puppet on the box. For /u/, put the puppet under the box.

The children can make a fist with one hand. They pretend that this is the box and that their other hand is Inky Mouse. Call out the short vowel sounds, or words with a short vowel in, and the children do the appropriate action. (See pictures on page 17).

Main point: Write the following sentences on the board, and read them in turn with the class. Ask the children to help identify, and underline, the nouns. Ask what is wrong with the sentences and correct them.

'An shark has an fin.'

'They saw a elephant at the zoo.'

Explain that in general, if a noun starts with a vowel sound we use 'an', and if it starts with a consonant we use 'a'. If it makes sense to put 'a', 'an' or the definite article 'the' in front of a word, then the word is probably a noun. Call out nouns, some of which begin with a vowel, for the children to decide whether to use 'a' or 'an'.

Grammar sheet 8: Go over the sheet with the children, asking what each picture shows. If necessary, sound out and write the words on the board. The children can either just write 'a' or 'an' underneath each picture, or they can write the noun for the picture as well.

Extension activity: The children write down as many nouns as they can think of which begin with a vowel. They could use a dictionary to help them.

Rounding off: Go over the sheet with the class. Then ask each child for a word beginning with a vowel.

a or an ?

Write 'an' before each word beginning with a vowel, and 'a' for the others.



Aa

Ee

Ii

Oo

Uu

Spelling 9 – ll



Revision: Revise some basic sounds. Revise tricky words 'be', 'was', 'to', 'do', 'are', 'all', 'you', 'your', 'come' and 'some'.

Main point: Introduce the ll spelling of the /l/ sound. An ll, at the end of a small word with a short vowel, is usually doubled. With the children, make a list of words which use ll. Then ask them to put the words into sentences. The words could also be written onto a big bell shape.

Spelling sheet 9: The children write inside the outlined ll. Then in each bell they write an ll word and draw a picture to go with it. Afterwards they colour the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Go over the tricky words 'said' and 'here'. The longer word 'windmill' has two syllables and can be remembered as 'wind' and 'mill' for spelling.

Dictation

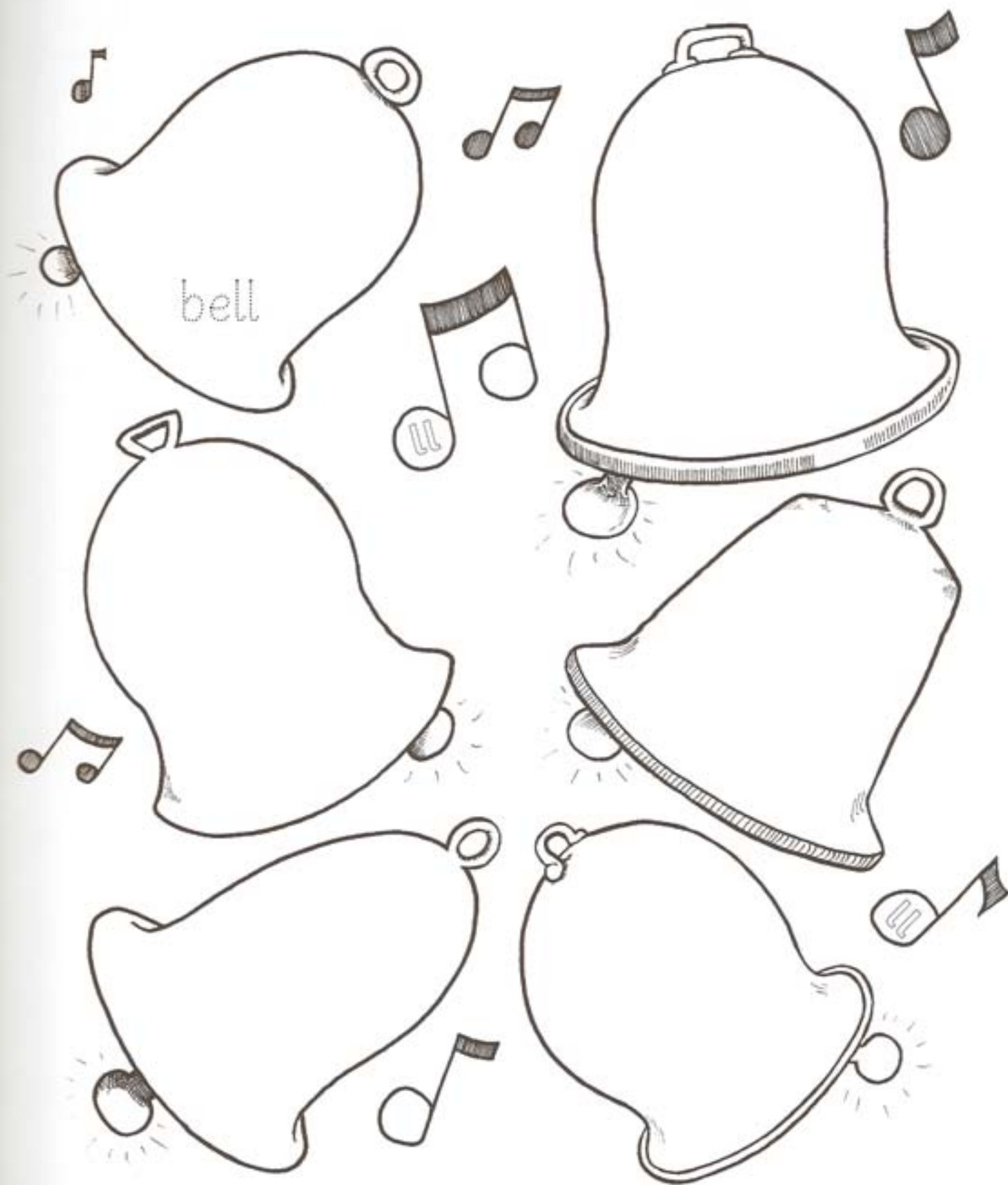
- | | |
|---------|----------|
| 1. ill | 4. doll |
| 2. tell | 5. smell |
| 3. gull | 6. drill |

1. You must tell your Mum.
2. She fell ill.
3. He can spell well.

Spelling List 9

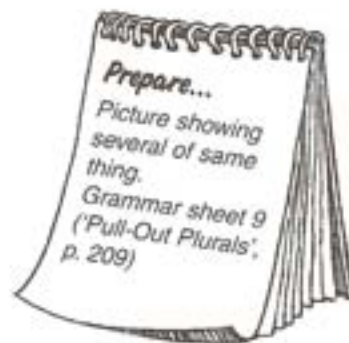
1. red
2. win
3. **drum**
4. will
5. bell
6. doll
7. skull
8. **said**
9. **here**
10. windmill

Write an «ll» word and draw a picture in each bell.



Action: Pretend to lick a lollipop and say l, l, l, l.

Grammar 9 – Plurals



Aim: Develop the children's understanding of singular and plural, and their knowledge that the simplest way to make the plural of a word is to add 's'.

Introduction: Hide any copies of the alphabet. Sit the children in a circle, and ask one child to say the first letter of the alphabet. Go round the circle, with each child saying the next letter. Repeat this, choosing a different child to start each time, so that they do not always say the same letter.

Main point: Hold up a picture of a dog and ask the children what it shows. Then hold up a picture of several dogs, and ask what this picture shows. Write 'dog' and 'dogs' on the board. Ask the children how the two words differ. Explain that nouns usually change when they describe more than one. The name for nouns which describe one of something is **singular**, and the name for nouns which describe more than one is **plural**. The simplest way of making a plural is by adding an 's' to the end of the noun. Call out examples of singular nouns and ask the children to give plurals for them, e.g. for 'one cat' they say 'lots of cats'. Only call out nouns which have regular plurals.

Examples:	cat	rat	flag	hen	ant	pig	tree
	bird	bun	bed	drum	pen	map	leg
	doll	van	cloud	duck	bat	car	boat

Grammar sheet 9: The children read each noun and decide whether it is singular or plural. They draw a picture for each, remembering that for plural nouns they must draw more than one item. Then they look at the pictures in the boxes underneath. They write the noun for each picture, remembering that if it shows more than one item, they must add an 's' to make the plural.

Extension activity: The children could do the 'Pull-Out Plurals' Sheet on page 209.

Rounding off: Go over the sheet with the class, checking which nouns are plural and which singular.

Plurals

Draw a picture for each word.



hats



pens



dog



cars



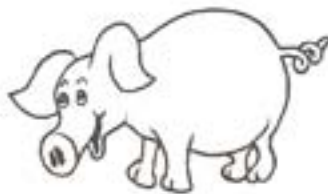
cow



frog

Write the word for each picture.













Spelling 10 – <ss> / <zz>



Revision: Revise some basic sounds and ff. Revise tricky words 'to', 'do', 'are', 'all', 'you', 'your', 'come', 'some', 'said' and 'here'.

Main point: Introduce the <ss> spelling of the /s/ sound, and the <zz> spelling of the /z/ sound. A /s/ or /z/ at the end of a small word, with a short vowel, is usually doubled. There are very few words with the <zz> spelling, which is why it is included here with <ss>. With the children, make a list of words which use <ss> and <zz>. Then ask them to put the words into sentences. The words could also be written onto a big dress shape, with a bee shape drawn on it for the <zz> words.

Spelling sheet 10: The children write inside the outlined ss and zz. Then they write an <ss> word in each dress, and a <zz> word in the bee, and draw a picture for each word. Afterwards they colour the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 66 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Go over the tricky words 'there' and 'they'. For the word 'there', ask the children to look for the word 'here' within it. The longer word 'crossroad' has two syllables and can be remembered as 'cross' and 'road' for spelling.

Dictation

- | | |
|---------|----------|
| 1. hiss | 4. jazz |
| 2. buzz | 5. cross |
| 3. fuss | 6. press |

1. She was cross with him.
2. You must press the bell.
3. I will miss you.

Spelling List 10

1. ox
2. run
3. from
4. buzz
5. cross
6. less
7. miss
8. there
9. they
10. crossroad

Write an <ss> word in each dress and a <zz> word in the bee.
 Draw a picture for each word.

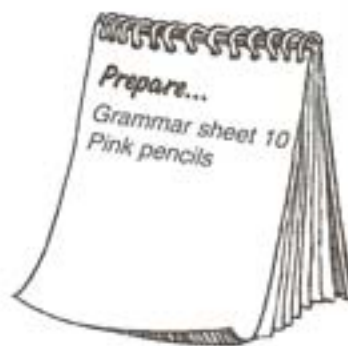


Action: Weave hand in an s shape, like a snake, and say ssssss.



Action: Put arms out at sides and pretend to be a bee saying zzzzzzzzzz.

Grammar 10 – Pronouns



Aim: Develop the children's knowledge of personal pronouns.

Introduction: Tell the children a story without using any pronouns.

Example: 'Peter was having a birthday party. Peter wanted to blow up some balloons. Peter blew too hard and burst one of the balloons. Peter's sister laughed. Peter's sister helped Peter to blow up some more balloons.'

Ask the children why the story sounds wrong.

Main point: Tell the children that to avoid continually repeating names, we use other, short words to take their place. These short words are called **pronouns**. Pronouns take the place of nouns. Check that the children remember what a noun is. Tell the children the main pronouns. There is an action for each one:

Actions:	I	–	point to self
	you	–	point to someone else
	he	–	point to a boy
	she	–	point to a girl
	it	–	point to the floor
	we	–	point in a circle to include self and others
	you	–	point to two other people
	they	–	point to the next-door class

Colour: The colour for pronouns is pink.

Tell the children that the words 'we' and 'they' are plural. The word 'you' appears twice. Make sure the children understand that it is singular the first time and plural the second. This will help them when they begin to learn other languages.

Grammar sheet 10: The children write inside the outlined word, **Pronouns**, in pink. Then they write inside the other outlined pronoun words in pink. They read the pronouns and draw pictures for them. For 'I', they draw themselves. If the pronoun is plural they must draw more than one person.

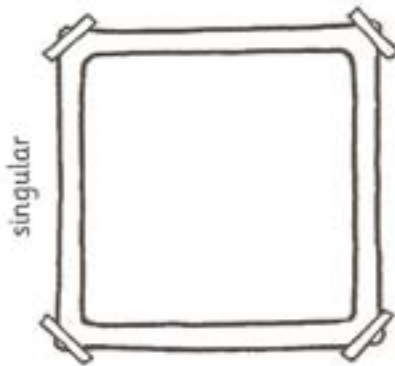
Extension activity: The children could write a sentence for each pronoun. The Writing Master on page 172 may be photocopied onto the back of the grammar sheets for the children to write on.

Rounding off: Go over the actions with the class.

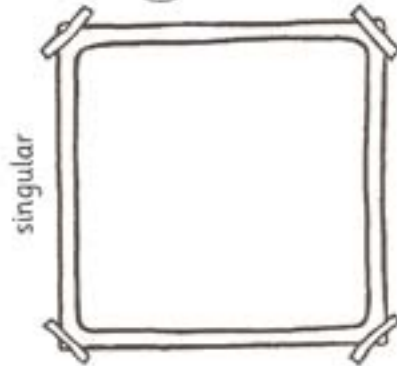
Pronouns Pink

Colour the pronouns pink. Draw a picture for each pronoun.
Remember which are singular and which are plural.

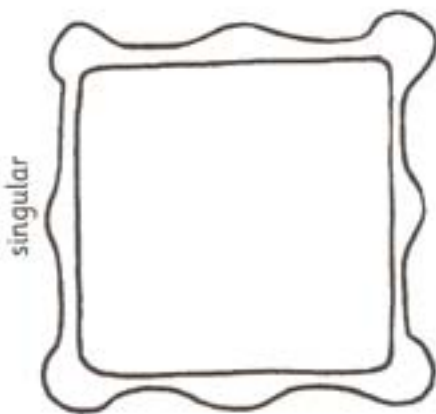
I  Pink



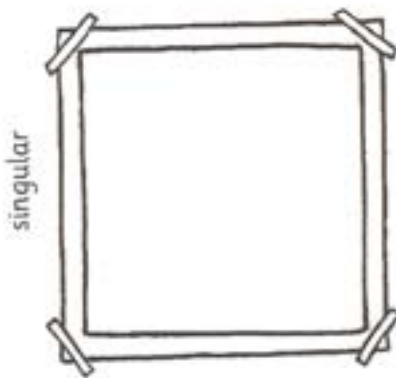
you



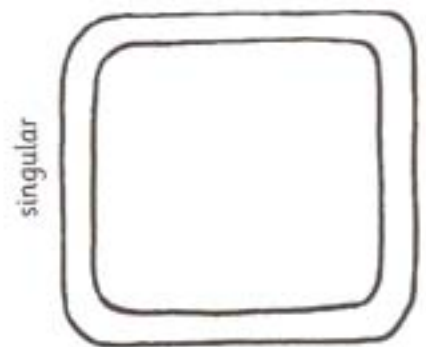
he



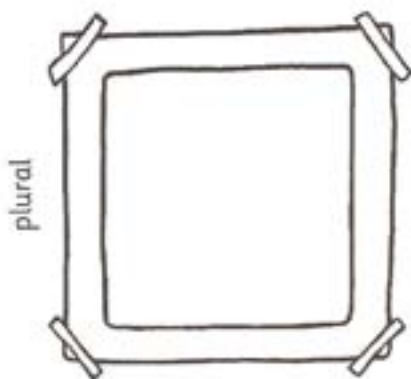
she



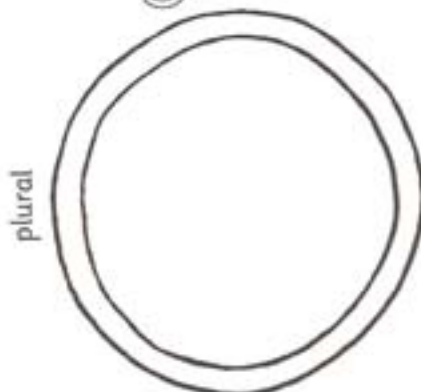
it



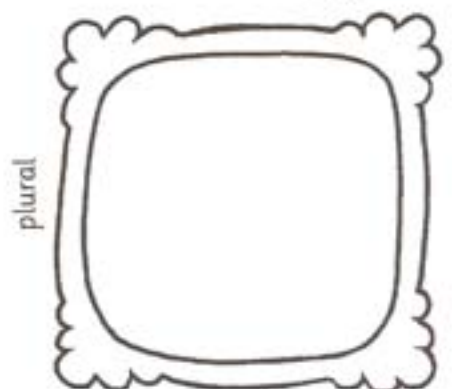
we



you



they



Spelling 11 – <ck>



Revision: Revise some basic sounds and the spellings covered so far. Revise tricky words 'are', 'all', 'you', 'your', 'come', 'some', 'said', 'here', 'there' and 'they'.

Main point: Revise the <ck> spelling of the /c/ sound. At the end of a small word with a short vowel, a /c/ sound is usually doubled by adding a kicking <k>. With the children, make a list of words which use <ck>. Then ask them to put the words into sentences. The words could also be written onto a big chick shape.

Spelling sheet 11: The children write inside the outlined ck. Then in each chick they should write a <ck> word and draw a picture to go with it. Afterwards they colour the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. Go over the tricky words 'go' and 'no', reminding the children that if a word sounds wrong with a short vowel sound they should try saying it with the vowel's name instead. The longer word 'broomstick' has two syllables and can be remembered as 'broom' and 'stick' for spelling.

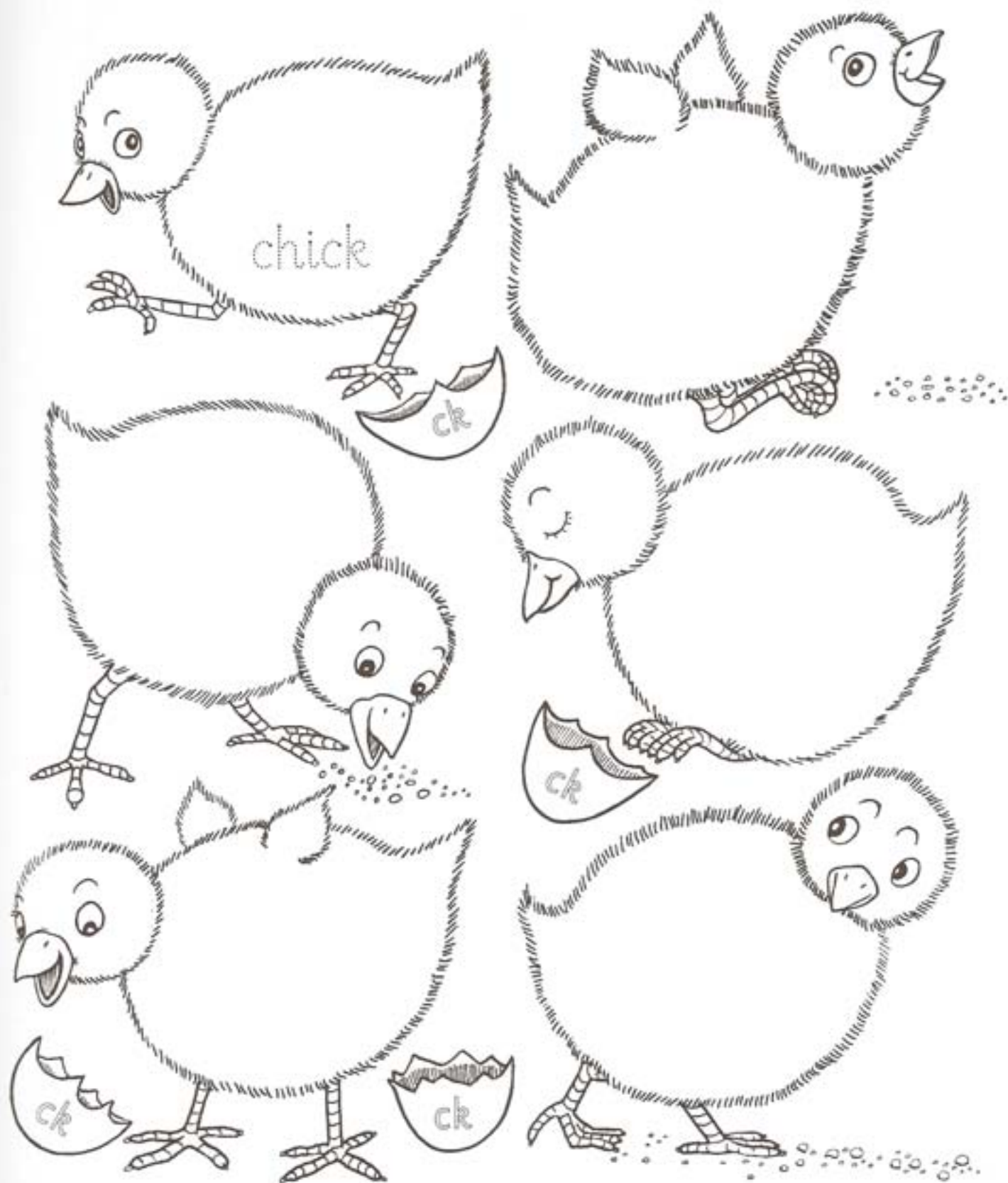
Dictation

- | | |
|---------|----------|
| 1. pack | 4. brick |
| 2. luck | 5. block |
| 3. peck | 6. truck |
-
1. Pack your bag.
 2. The boys had a quick snack.
 3. This will bring you luck.

Spelling List 11

1. hop
2. fit
3. grin
4. duck
5. neck
6. clock
7. lick
8. go
9. no
10. broomstick

Write a <ck> word and draw a picture in each chick.



Action: Raise hand and snap fingers as if playing castanets and say ck, ck, ck.

Grammar 11 – Initial blends wheel



Aim: Develop the children's awareness of initial consonant blends for reading and writing.

Introduction: Children will read words with consonant blends more easily if they are familiar with them, and blend them almost automatically, e.g. *'dr/-/u/-/m/* rather than *'d/-/r/-/u/-/m/*. The individual consonant sounds are not always easy to hear in blends, so knowing them also helps with writing. Call out examples of words containing initial consonant blends, and ask the children to sound them out. Often the children will sound them out using the blend. Ask how they would write the blend sound. Ask them to hold up one finger for each sound.

Examples:	flag	press	slip	stop	drum
	clap	glen	crib	frog	slug
	glad	green	swim	prod	club

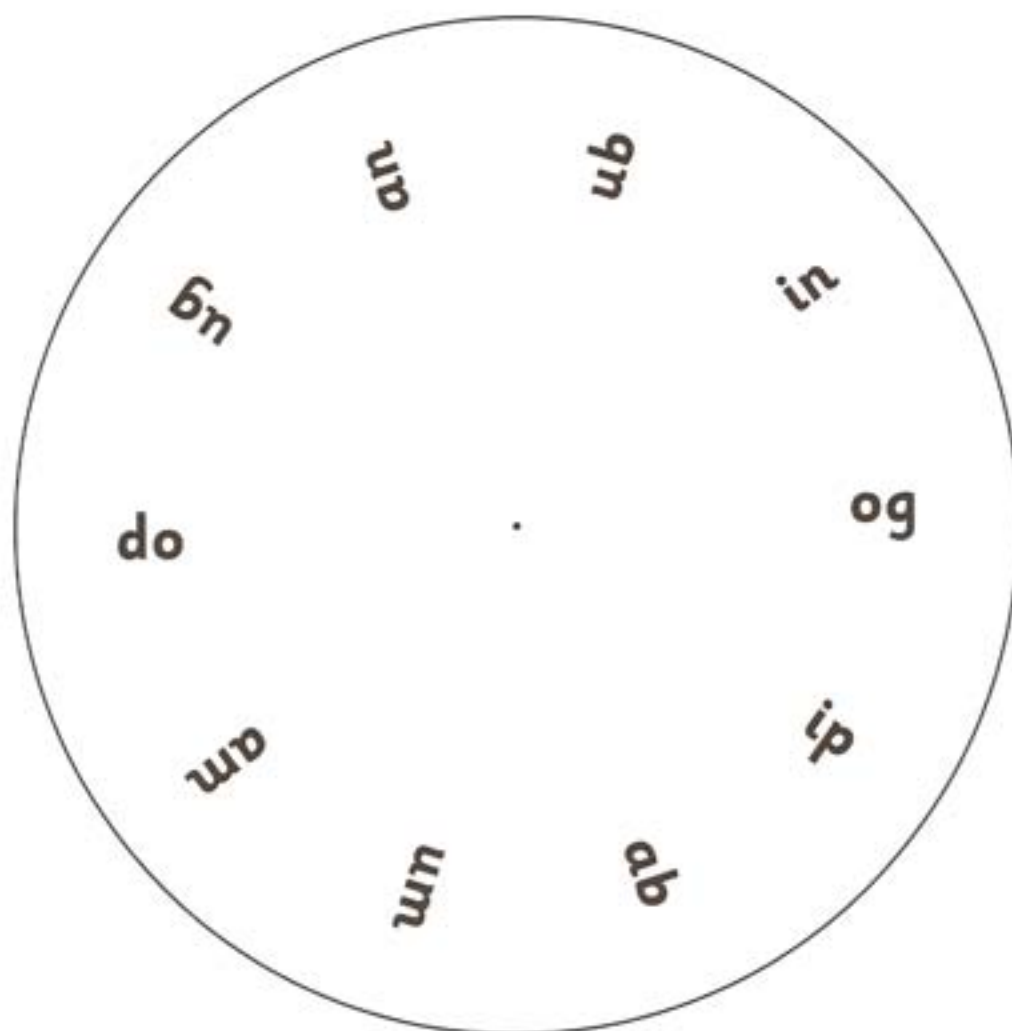
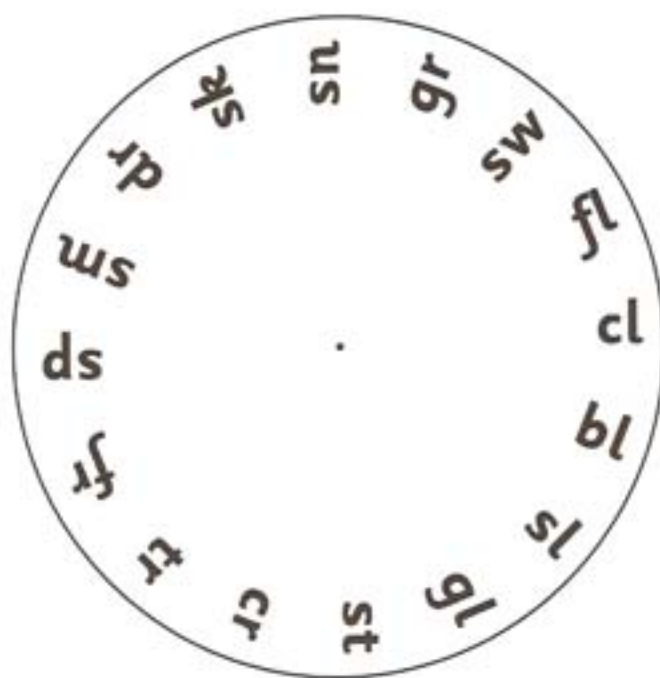
Main point: Use the Consonant Blends Flash Cards on pages 181-85 to practise reading consonant blends with the class. First hold up the cards and ask the children to say the sound the blend makes, eg. */fr/*, */gl/*, */sm/*. Then go through the cards again, saying each blend for the children without letting them see the card. Ask them to say the two sounds that make up each blend. They should count each sound on their fingers.

Grammar sheet 11: The children cut out the two discs. The smaller disc is placed on top of the larger one and a split pin is used to fasten them together. They can be strengthened if they are glued onto card or thick paper before being pinned together. The children turn the discs around and blend the letters to see how many words they can make.

Extension activity: The children write a list of all the words they have found.

Rounding off: Go round the class, asking each child for one of their words. Hopefully there will be plenty of different ones.

Initial Blends Wheel



Spelling 12 – <y> at end



Revision: Revise some basic sounds and the other spellings covered so far. Revise tricky words 'you', 'your', 'come', 'some', 'said', 'here', 'there', 'they', 'go' and 'no'.

Main point: Remind the children that the main way of writing the /ee/ sound is <ee>. But when there is an /ee/ sound at the end of a multi-syllabic word it is usually written with a <y>. The letter <y> only makes a /y/ sound when it comes at the beginning of a word. The rest of the time it is replacing the letter <i> (shy i) as in cherry/cherries. However it is usually pronounced as an /ee/ sound. It often comes after double letters as it is taking the place of the vowel <i> and so is counted as a vowel. If the consonants are not doubled it will still change the sound of the vowel preceding it (see page 17). With the children, make a list of words that end with a <y> making an /ee/ sound. The words could also be written on a large holly leaf shape, which can then be used as a word bank for display.

Spelling sheet 12: The children write inside the outlined y. Then in each holly leaf they write a word that ends with <y> and draw a picture for that word. Afterwards they colour the sheet.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, call out the sounds in the regular words, and say the letter names for the tricky words 'so' and 'my'. For 'so', remind the children that if a word sounds wrong with a short vowel sound they should try saying it with the long vowel sound instead. In 'my' the <y> is again taking the place of (shy) <i>, but this time it is making the /ie/ sound. The longer word 'family' has 3 syllables and can be remembered as 'fam-i-ly' for spelling.

Dictation

- | | |
|-----------|-----------|
| 1. silly | 4. fluffy |
| 2. fuzzy | 5. mucky |
| 3. sleepy | 6. frosty |
-
1. It was a very funny story.
 2. Sally has a dressing up party.
 3. The car was rusty and mucky.

Spelling List 12

1. bed
2. wet
3. prod
4. holly
5. party
6. story
7. happy
8. so
9. my
10. family

Write a word with <y> at the end and draw a picture in each holly leaf.



Action: Put hands on head as if ears on a donkey and say *ee*. (This comes from the *ee* or action.)

Grammar 12 – Initial blends



Aim: Develop the children's awareness of initial consonant blends for reading and writing.

Introduction: Help the children practise saying the alphabet in the four groups. There should be a copy available for them to see. Ask them to find the vowels. Then ask what all the other letters are called. Hold up flash cards with consonant blends for the children to read.

Main point: Call out some consonant blends (see Grammar 11) and ask the children to say which sounds they would need to spell them. They should hold up one finger for each sound they say. Ask them for examples of words starting with each of the blends.

Grammar sheet 12: Go over the sheet with the children and ask them what each picture shows. The first six pictures use words that are on their 'initial blends wheels'. The words for the other six pictures are not on the wheels, but the children can use the blends on the inner disc to help them.

(Answers: grin frog drum
 crab skip slug
 flag tree star
 snail swing spoon)

Extension activity: Write some initial consonant blends on the board, e.g. <fl>, <sl>, <gr>, and ask the children to think of, or find, as many words as possible beginning with each blend.

Rounding off: Go over the sheet with the class, sounding out each word.

Initial Blends

Write the word for each picture.

Use your initial blends wheel to help you.



g r i n



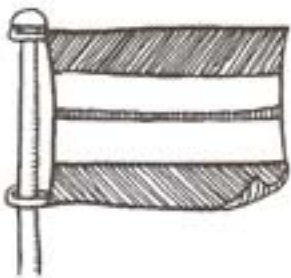








These words are not on your wheel but you can use the initial blends on the inner wheel to help you.













Spelling 13 – vowels



Revision: Revise some basic sounds and the other spellings covered so far. Revise tricky words 'come', 'some', 'said', 'here', 'there', 'they', 'go', 'no', 'so' and 'my'.

Main point: Revise the short vowel sounds /a/, /e/, /i/, /o/ and /u/. Vowel letters are different from consonants because they can use their names in words: /ai/, /ee/, /ie/, /oa/ and /ue/, – as well as their sounds. There are also other vowel sounds, besides the sounds and names of the five vowel letters. Digraphs with at least one vowel letter, e.g. <i>oi</i>, <i>ou</i>, <i>er</i> and <i>oo</i>, also make vowel sounds. Tell the children that all words in English must have at least one vowel sound. Call out some words. If a word contains a short vowel sound, the children do the action to show whether Inky is at, on the edge of, in, on or under the box (see picture on page 17). If not they put their hands in their laps.

Spelling sheet 13: The children read the words in the leaves. If a word has a short vowel sound they colour its edge yellow. When they have found all the short vowel words they could colour the remaining leaf edges green. (The colours can be altered to suit.)

When the children have completed the sheet, read through the words, with the class identifying which have short vowel sounds and which do not.

Dictation: Read the words and sentences for the children to write down. The Dictation Master on page 171 may be photocopied onto the back of the spelling sheets for the children to write on.

Spelling list: Read the spelling words with the children. As a class, say the letter names for the tricky words 'one' and 'by'. In 'by', the <i>y</i> is taking the place of (shy) <i>i</i>. Spellings 4-7 are colour words. Other colours are covered elsewhere in the spelling lists. The longer word 'colour' has two syllables and can be remembered as 'col' and 'our' for spelling.

Dictation

- | | |
|---------|-----------|
| 1. pain | 4. coat |
| 2. deep | 5. rescue |
| 3. lie | 6. coin |

1. She sleeps in a bed.
2. We sat on the train.
3. The soap fell on the floor.

Spelling List 13

1. sad
2. let
3. trip
4. blue
5. orange
6. grey
7. black
8. one
9. by
10. colour